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ABSTRACT

The five sections of this report present information about the evaluation of the Right to Read Project in Illinois for the 1976-77 school year. The first section provides background information about the national Right to Read effort and a history of the project in Illinois. The second section explains the purposes of the project evaluation, including the rationale used, the objectives employed, and the nature of the evaluation model. The third section describes the methodology employed to develop the evaluation and monitoring system, its implementation, and the data collection procedures. In addition, it describes the qualitative data validation devices used, as well as the techniques used to derive the "model" projects. The fourth section contains a full discussion of the validation data, findings concerning local and statewide discrepancy scores, and findings concerning the model projects. The final section presents the constraints and limitations of the study and more fully outlines the implications of the data and the recommendations suggested by the findings. Appendixes contain supportive materials. (FL)

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Evaluation of Right to Read in Illinois:

Final Report, 1977

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November, 1977

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Finally, Dean Robert Koff of the College of Education, Roosevelt University in supporting and encouraging these evaluation efforts helped make possible the successful completion of this program.

To all of these persons, the project staff extends their thanks and appreciation.

G.E.O.

H.S.S.

D.J.C.

TABLE OF CONTENTS

Section 1. Introduction..... 1

Section 2. Purpose of Evaluation..... 6

A. Rationale..... 6
B. The Evaluation Model and Its Intended Uses..... 8
C. Findings and Conclusions..... 9

Section 3. Methodology.....10

A. Development of the Monitoring System.....10
B. Implementation of the Monitoring System.....12
C. Individual Project Reports and Statewide Status..13
D. Validity of Self Report Data and Description of Model R2R Projects.....14

Section 4. Findings.....16

A. Validity of Instrument Data.....16
B. Status of Right to Read Projects: Statewide and Regional.....19
C. Model Projects and Suggested Determinants of Success.....26
D. State Training and Support Education.....30
E. Summary of Findings.....33

Section 5. Limitations of The Study.....35

A. Limitations.....35
B. Implications and Recommentations.....40

Section 6. Appendices.....49

LIST OF TABLES

TABLE IV.1. Number of Objectives in Categories of Agreement Level for Model and Randomly Selected Projects.....18

TABLE IV.2. Summary Discrepency Score Data for Local Right to Read Projects in Illinois.....20

TABLE IV.3. Summary Discrepency Data for the Five Regions in the State of Illinois.....23

TABLE IV.4. Summary Discrepency Scores for Elements in the Five Regions.....25

TABLE IV.5. Characteristics of the Most Successful Local Directors.....28

LIST OF APPENDICES

Appendix A	Right to Read Monitoring Instruments and User's Manual.....
Appendix B	Interview Questions for R2R Model and Randomly Selected Projects.....
Appendix C	Original and Revised Time Lines For Right to Read Activities.....
Appendix D	Project Budget.....
Appendix E	Individual Project Reports.....

I. Introduction

This report presents information concerning the Right to Read Project in the State of Illinois for the 1976-77 year. Right to Read is a national effort for developing and improving the reading skills of all citizens, enabling each to function effectively in our society. As stated in the Statement of Mission and Strategy of the National Right to Read Effort,[1] Right to Read is both "a legislated program and a coordinated national endeavor for promoting the involvement of all segments of society, both public and private, to ensure that in the next decade no American shall be denied a full and productive life because of an inability to read effectively." Briefly the goals of the National Right to Read effort are:

1. To encourage state agencies to exert articulated efforts to solve literacy problems through efficient usage of the resources in the state, both human and material.
2. To recommend systematic ways of identifying literacy needs and assisting with program development to meet those needs.
3. To provide financial assistance to local and state agencies to conduct leadership and training activities.
4. To identify and disseminate information concerning effective techniques, strategies and systems to enhance literacy efforts.
5. To provide technical assistance in planning and operating staff development and instructional program.

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[1]Annual Report, The Right to Read Fiscal Year, 1976, (U.S. Dept. of HEW, Office of Education, Washington D.C. 1976) pp 4-5.

6. To enlist the support of both private and public agencies for activities which address literacy needs.

In its decade or more of operation, the National Right to Read Effort has been alternately praised and blamed, organized and reorganized, and mandated and ammended. However, the focus has not changed, that is, to do what is required to realize the commitment of Americans to basic literacy for all citizens. The agency in our society charged with this task is the school. Consequently, much of the National R2R effort has focused upon schools and public agencies charged with the responsibility for operating them. In the last half century, however, schools have become more than just literacy training institutions. As their functions have expanded, their outcomes have become more complex and consequently more difficult to identify and evaluate. For example, now that schools administer and operate federal food programs, how are they contributing to the better nutritional state of our population? How does one assess the impact of school athletics on the attitudes, values and personality of students?

In some senses the Right to Read effort is in the same category. At the local level, are R2R efforts dependent on volunteer support? Often R2R programs are in the nature of cocurricular and community activities loosely related to the formal school program. How does one evaluate volunteer efforts in the area of literacy; by achievement tests? Sometimes achievement tests are an appropriate measure. The point is that the local diversity of goals and means and complexity of outputs of the National Right to Read Effort makes it a very difficult program to evaluate. For the most part, reports of the national effort have been descriptive, summative and fiscal. But this focus is changing. Recently, the Director of the R2R Effort, Gilbert B. Schiffman, indicated that the evaluation schemes used at the local and national

level should be more carefully designed, operated and reported. A Task Force[1] was asked to consider how evaluation techniques could be improved and used as decision-making and monitoring component of local programs.

> "Our emphasis in evaluation has been the traditional summative approach which often involves pre and post testing and control and experimental groups. We are not convinced that limiting evaluation to this approach is yielding the best results.
>
> We need to develop an approach to evaluation that is useful to our clients as they plan, develop and manage their programs and meet our "accountability" needs at the same time. We believe that we should investigate formative/process evaluation."[2]

For the past two years, the State of Illinois has been engaged in just such an exploration of evaluation strategies in its state-wide Right to Read program. The Illinois Office of Education has been involved in Right to Read programs for the last four years and has given much attention to the importance of evaluation. The three general purposes of the Right to Read effort in Illinois are:

1. To provide local citizens with the knowledge and expertise necessary to achieve 90% literacy by 1980;
2. To encourage the development of action programs at the local level to achieve the above goal;
3. To train local Right to Read directors in the areas of recent trends in reading, good communication techniques, working with local advisory councils, planning and assessing programs.[3]

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[1]Evaluation Task Force to National Right to Read convened in Washington, September 29th & 30th 1977.

[2]Working Paper, National Reading Improvement Program, Sept. 1977. Evaluation Seminar, pg. 1.

[3]Schwartz, H., Cichon, D., and Olson, G., Evaluation of Right to Read in Illinois: Final Report, Research and Development Center, College of Education, Roosevelt University, Chicago Illinois, March, 1976.

In the fall of 1975, in order to monitor the progress and development of Right to Read Programs throughout the state of which there were approximately 60, a contract was awarded to the Research and Development Center of Roosevelt University to design and develop a computerized monitoring system to report on the status of existing Right to Read programs after two years of operation. The system was to provide a comprehensive, systematic, and continuous program of evaluation both at the local and statewide level. In addition, the evaluation was to look at the effectiveness of the training programs for R2R directors, the structure and functions of the state programs delivery systems and try to identify the profile characteristics of successful directors at the local level. The computer system was developed and tested, evaluations of training programs were conducted, personal contacts with directors yielded information about field services and their usefulness, and content analysis of state file materials and comparative techniques led to the development of selection models for directors. The final report was delivered March 30, 1976.[1]

In light of the positive results of this evaluation and the excellent working relationship established between the Illinois Office of Education and Roosevelt University, the staff of the Research and Development Center again undertook to evaluate the program for the 1976-77 operational year. This time the focus of the evaluation was somewhat different. The instrument and computerized monitoring system had been designed and tested. and formative data had been collected. Further, other training programs had been conducted and approximately 140 new directors had been prepared to conduct R2R projects at

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[1] Schwartz, H., Cichon, D., and Olson, G., Evaluation of Right to Read in Illinois: Final Report, Research and Development Center, College of Education, Roosevelt University, Chicago Illinois, March, 1976.

the local level. The State Office was interested in a summative evaluation which would describe the progress of projects locally and statewide, identify model projects and verify the data reported by directors on the instrument mailed to them. Given these needs, the Research and Development Center established evaluation objectives which were accepted by the state in its contract awarded March 1, 1977. Report delivery was scheduled for 10/31/77, and this document is that summative report.

The report is divided into five sections. Section 2 explains the purposes of evaluation: the rationale used, the broad and specific objectives employed, and the nature of the evaluation model. Section 3 describes the methodology applied to develop the instrument and monitoring system, its implementation and the data collection procedures. The qualitative data validation devices are described, and the techniques used to derive the "model" projects are presented. A full discussion of the validation data, the findings concerning local and statewide discrepancy scores, and the findings concerning model projects are presented in Section 4. Finally, Section 5 presents those constraints and limitations inherent in any study of this scope and more fully outlines the implications of the data and the recommendations suggested by the findings. Appropriate supportive materials are included in the Appendices.

This report is an ensemble effort involving members of the Research and Development Center of Roosevelt University and the staff members of the Illinois Right to Read Staff, Illinois Office of Education staff and many others. We are most grateful to all of these persons for their assistance, cooperation and dedication. Special appreciation is expressed to:

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Lyndon Wharton

II. Purposes of Evaluation

A. Rationale

For this project of evaluation, as with most of its type, the purposes exist on at least two levels. The broad level includes reasons which apply to most projects of evaluation; to insure the quality of products produced, to insure efficiency in producing these products, and to improve the management and decision making processes through which programs are planned and implemented. Ultimately, most evaluations seek to determine whether intentions are realized and whether a minimal level of standards has been upheld. All such purposes reside in an overall focus for evaluation; to enhance success and minimize failure.

The more specific level involves those goals and objectives specified by the sponsoring agency, who in this instance is the Illinois Office of Education. In a Request for Proposal issued by the State Board of Education and Illinois Office of Education in Fall of 1976, the following major goal and related objectives were put forth:

> "To maintain current data about Local Right to Read programs for use internally and dissemination when appropriate."

This was to be accomplished by satisfying the following objectives:

> "To monitor progress of local R2R programs using the R2R Monitoring instrument to be reported to the Illinois Office of Education and local directors; and
>
> To identify and validate local Right to Read programs that could serve as models for other literacy efforts and develop materials about these programs for dissemination."

Criteria for identification and validation were approved by the Right to Read state staff prior to their application at the project level.

The Research and Development Center of Roosevelt University submitted a proposal to conduct the statewide evaluation of Right to Read programs in February, 1976

which was subsequently awarded to the Research and Development Center on March 17, 1976. On May 25, 1977 final negotiations were held between the State Right to Read Staff and the Research and Development staff to solidify purposes and clarify expectations. The following specifies in detail the task objectives resulting from these negotiations, and constitute as such a comprehensive statement of what was to be accomplished.

Proposal Objectives

1) To supervise the computer runs and self correct the program and attendant materials as necessary concerning information collected from a first mailing of the R2R monitoring instrument to each project for the purpose of reporting progress concerning those objectives which were attempted. Baseline data and data from this most recent mailing will provide the pool of information from which the major portion of the evaluation will be made.

2) To provide each Right to Read Director with a narrative description of the status of the project to accompany the computer printout for each project. The analysis will point up strengths and weaknesses in the project description and give directors an opportunity to note incorrect data and/or change project directions.

3) To collect qualitative data from the field to verify quantitative computer data. Twelve projects will be selected from which to gather additional data; six selected randomly from the total population of projects in Illinois, and six selected for their outstandingly high performance as indicated by discrepancy scores. The latter group of projects will be selected for the purpose of identifying those local Right to Read programs that could serve as models for other similar literacy efforts and for the additional purpose of making possible the dissemination of information and/or materials concerning these "model" programs which may also benefit other related efforts. The information from these twelve projects will be collected from phone interviews of members of the projects, and the kinds of information requested from each project will be the same. The questions will concern project goals, activities, accomplishments, and problems encountered, and a report of these data will comprise one section of the final report.

4. To prepare a summative status report of the Right to Read Program at the local and state level by the earliest August 31, and the latest October 30, 1977.

It was further decided that two members of the Roosevelt staff would attend the Directors' Conference on June 9th and 10th, 1977 in order to provide instruction in using the Right to Read Monitoring Instrument and to collect filled out

instruments from those directors in attendance.

B. The Evaluation Model and Its Intended Use

As outlined in the previous section, a major component of the initial Right to Read Evaluation project was the development of an evaluation system suitable to the assessment and monitoring needs of the Illinois Office of Education. In that this second evaluation constitutes essentially the implementation of the system developed, the model for evaluation is that used in the initial project, the Discrepency Evaluation Model (DEM). A full description of the development of the system is described in "Evaluation of Right to Read in Illinois: Final Report," March 1976, and a description of the model itself is found in Appendix A of this report. Briefly, the Discrepancy Evaluation Model (DEM) requires the specification of an ideal set of goals and objectives which every Right to Read project should strive to achieve. This ideal set represents the criteria for success upon which projects are judged, and as such constitutes the standard by which such judgements are made. The R2R Monitoring Instrument (Appendix A) constitutes a statement of these goals and objectives. Periodically, all Right to Read Directors and their staff are requested to fill out the instrument describing their progress in achieving these objectives. The gap existing between actual and ideal accomplishment of them represents a "discrepancy" in achievement. A larger discrepancy score therefore indicates less successful completion than a smaller discrepancy score.

The instrument embodies and specifies the way in which the evaluation model has been applied to Right to Read projects, setting both the standards for evaluation and suggesting procedures for conducting project activities. The intended use is thus twofold: first as a planning and management device for Right to Read Directors, and second as a monitoring system for describing progress of a large number of diverse projects. As clarified earlier, the purposes of

this evaluation of Right to Read projects are aimed at the latter, the monitoring function, both in determining the utility of the system and in evaluating progress of the projects.

C. Findings and Conclusions

The nature and scope of the findings are dictated by the evaluation purposes and the model employed. The findings fall basically into four components: the validity of instrument data, statewide and regional assessment of progress of Right to Read projects, descriptions of the six model projects, and individual project descriptions. Information concerning the statewide, regional and local projects is constituted almost entirely of discrepancy score information obtained from computer analysis and summary of instrument data. They will identify strengths and weaknesses as indicated by discrepancy scores, describing the completion status of objectives, and types of activities undertaken. An additional display of the computer printout describes the number of individuals involved and their role responsibility, and this is indicated on the printout for projects locally, regionally, and for the entire state.

Findings concerning validity and model projects were obtained from discrepancy information and data from phone interviews. These are intended to provide an estimation of the accuracy of the self report data supplied by directors and to verify characteristics which have lead to the high degree of success obtained by six highly successful projects.

III. Methodology

A. Development of the Monitoring System

Prior to this evaluation project, the computer monitoring system was already developed and tested. Following its development, it was to be fully implemented with existing projects. By the time of the award of this contract, baseline data with which to compare additional data gathered periodically through administration of the instrument were to have been gathered. Primarily because of a number of internal changes at the state level, actual implementation of the system was delayed. This delay placed a new focus upon the evaluation project, that of implementing the monitoring system as well as using it to evaluate progress of Right to Read projects. Although this did not place a great burden on the Research and Development staff, in that they were the original developers of the system, it resulted in making provisions for overseeing the processes involved in gathering instrument data, preparing it for the computer, running the computer program successfully, and receiving a correct reporting of the results. Additionally, the product of the evaluation which originally was to be a comparison of present and past status concerning the completion of objectives, was changed only to a status description of the latest (the first) reporting by projects through use of the instrument. Subsequent future administrations of the instrument can be compared to the status description presented here, and these data are reported in such a manner as to facilitate this future activity.

A brief overview of the development of the system will be presented in this report, and those interested in a more complete description of the development are referred to the March, 1976 Final Report cited earlier.[1]

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[1] Ibid, 1976.

Before a monitoring system existed, the Right to Read state staff kept extensive files on each project throughout the state containing local reports, correspondance, publicity obtained, and any other information descriptive of local efforts. From an analysis of these files by the Roosevelt staff in the initial evaluation, and from suggestions by the state staff in terms of required and optional activities for Right to Read projects, a set of ideal goals and objectives were constructed which were then translated into the present monitoring instrument now in use. With the instrument as the primary data source, a computer program was developed which would summarize and analyze information gathered for individual projects, projects grouped regionally and statewide. The system was tested by filling out instruments for each of the 55 existing projects based upon file data, and summarizing and analyzing the data through use of the computer program. The discrepancy information yielded from this test run was then used in addition to file data not suitable to computerization to make the final assessment of local and statewide progress.

To insure the continued further use of the entire system, a technical manual for preparing the data[1] from instruments and processing it through the computer system was prepared for the computer specialists on the Illinois state staff. Additionally, a more basic manual was prepared for persons filling out the instrument (Appendix A), a document which could be used for director training programs and workshops. Thus, at the time of completion of the final report in March of 1976, the system was intact and ready to be implemented with existing projects and with those directors recently trained or to be trained.

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[1]Cichon, Donald J. and Yates, George R., "Illinois Right to Read Computer Monitoring System Manual," Research and Development Center, College of Education, Roosevelt University, Chicago Illinois, February, 1976.

B. Implementation of the Monitoring System

Since a new Right to Read staff had come on board between the previous and present evaluations, there was some unfamiliarity with the instrument and the monitoring system as it was originally developed among members of the new state staff. Consequently, plans were made during the initial negotiating meeting of May 25, 1977 for the Roosevelt staff to attend the June 9th and 10th conference for directors in order to explain the intention and use of the monitoring system and to assist the state staff and directors in explaining the instrument and obtaining the instrument data. Since all directors were not in attendance at this session, an immediate mailing by the state staff following the close of the conference was made to those not in attendance. Of the 95 representing Phase I, II, III projects,[1] 41 submitted filled out instruments, and the information from these 41 projects constitutes the data source from which this report is written.

Present at the negotiating meeting was one representative from the computer staff of the Illinois Office of Education. At this session plans were finalized for the monitoring procedures and dates were established for receiving instrument data and for producing the printout needed. Printout constituting a summary and analysis for each project and a statewide summary were subsequently produced and then mailed to The Research and Development Center of Roosevelt University for the individual and statewide reports (received Sept. 13, 1977). Following verification of the successful operation of the system, additional instruments were duplicated and mailed to directors. At the time of this reporting, all

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[1]Phase I-Phase III projects include those whose directors were trained in the first three of four training sessions.

directors have received a new blank instrument for reporting in February, 1978. In that this second mailing has been initiated and this process has been successfully completed at least once, it can now be stated that the system has been put into practice. Remaining to be tested are the reporting procedures contained in the program for indicating change and progress from one time to another in projects through the use of "change variables." (See Appendix A, "Monitoring Procedures" for explanation.)

One observes then that the implementation of the monitoring system has involved procedural rather than technical tasks in that the technical aspects had been dealt with in the initial evaluation project. The present clarification of procedures through the combined efforts of the two staffs has produced a methodology which will facilitate future success in the operation of the monitoring system.

C. Individual Project Reports and Statewide Status

In the objectives for this evaluation, it is stated that individual reports will be prepared for each of the projects. Jointly with the state staff, it was agreed that the individual reports would consist of four components: 1) a description of the report and its intentions, 2) a table shell containing discrepancy scores for comparative purposes, and a short narrative discriptive of strengths and weaknesses, 3) a guide to interpreting the computer printout and 4) a copy of the computer printout for that project. These have been prepared and sent to the state Right to Read staff for distribution to the 41 projects.

In addition, a report of the status of projects statewide has been prepared from the printout received which summarizes discrepancy scores for all projects and reported mean scores for all objectives and subsumed activities. From such scores, strengths and weaknesses have been identified in terms of those objectives which show high and low completion status and in terms of those elements

(Planning, Formal Training, Staffing, Field Based Activities, Management and Coordinating, and Evaluation) which show low and high scores. These findings have been compared to those of the initial evaluation, and from these data collectively implications and recommendations have been formulated for the possible improvement of those areas showing weakness on a general level.

D. Validity of Self Report Data and Description of Model R2R Projects

To determine the validity of the data reported by Right to Read directors, 12 projects throughout the state were selected for phone interviews. Six model projects were chosen, two from each of the three original regions, and were identified as "models" by the lowest total average discrepancy among projects in their region. The remaining six were selected randomly within each of the three regions after the "models" were removed from the sample.

To determine the validity of the self report data, an interview was constructed consisting of 18 questions, each of the first 16 questions pertaining to content covered in one of the sixteen monitoring objectives. The remaining two questions inquired into the usefulness of the training received and services from the staff and were questions asked at the request of the state staff. Each interview lasted a minimum of ½ hour to a maximum of 1 hour and 45 minutes. The twelve interviews were divided equally among the three Roosevelt University staff members, and once completed each objective (question) was assigned a discrepancy score based upon an estimation of the completion status of the objectives as judged from phone responses. Validity was determined and described by comparing these assigned scores with actual discrepancy scores, and results of the process are reported in the findings section of this report. Prior to being interviewed, each director of the 12 projects received a letter telling them of the upcoming interview and that more information was desired through these interviews. (See Appendix B for letter and copy of questions asked.)

Directors from the model projects were asked an additional set of questions which asked them to describe certain characteristics of themselves and past experience. These questions were intended to supply information concerning the model projects which would be useful in determining why these projects were successful. In addition, they were intended to test out the selection model developed in the initial study concerning the profile of successful directors. These later questions were adapted directly from the list of characteristics generated from the previous study that described the most successful directors. It is this latter information that constitutes the bulk of data used to describe model projects. The decision to use telephone interviews to validate instrument data concerning model projects was based upon limitations of time and funds. The decision to focus upon characteristics of directors as indicative of success is based upon the assumption and conviction that voluntary successful programs must depend on people who work for intrinsic rewards, e.g., special kinds of people who can be identified and trained for such programs.

The information concerning model projects is intended to be useful to trainers of Right to Read directors in connection with both inservice and preservice programs. Additionally, the model projects remain as resources within each region for state staff or resource personnel for whatever broad benefit they may serve.

IV. Findings

Data are reported and interpreted in this section to answer four main questions:

A. How valid are the individual projects' responses to the Right to Read progress reports on the monitoring instrument?

B. What is the status of Right to Read projects statewide and regionally?

C. What is known about the most outstanding projects that can be used to develop a model for selection and training of local project directors in the future?

D. How are training sessions and state support services evaluated by local project directors?

These questions are addressed sequentially below.

A. Validity of Instrument Data

To answer the question of the validity of the individual projects' directors' responses to the monitoring instrument, we draw upon data collected from the interview procedures, as detailed in section III. D. above. To briefly summarize, telephone interviews were conducted with six "model" projects (those six with the lowest average discrepancy scores) and with six randomly selected projects from among those remaining. These interviews were directed toward the substance of objectives on the monitoring instrument. Then a staff member other than the interviewer read through the responses and assigned an estimated discrepancy score for each objective on the basis of those responses, these estimates being assigned at 0.5 intervals from 0.0 to 2.0. These estimates were compared with the actual score for each objective and the difference was noted in three categories: strong agreement (0 - .25 difference), moderate agreement (0.26 - .50 difference), and weak agreement (.51 or greater difference). The number of

objectives in each agreement category for each project in summary form are presented in Table IV. 1.

As can be seen from the percentages and median values in each of the agreement categories of Table IV. 1., the majority of objectives were in strong agreement for the model projects, with most of the remainder in the moderate agreement category. Less than 17%, a median 1.5 per project, were weakly agreed upon between the interview interpretations and the actual instrument report. Much the same trend also occurred for the randomly selected projects, although the trend was not as strong as it was for the model projects. Note that the strong agreement category contains some 48% of the responses, a median of 5.5 for each project, and the moderate agreement category some 29% of responses. Again, the least number of responses occurred in the weak agreement category.

There were only three projects (53GOD, 42CHA, and 12CHI) for which the interview data did not strongly confirm the information from the instrument reports. The summary statistics for the total sample of all 12 projects indicate that there is substantial validation of the monitoring instruments' responses by the interview data in that 80.6% of the objectives were found to fall in the strong or moderate agreement categories, and only 19.4%, or a median average of 2 per project, were in the weak agreement category. Thus it is concluded that, given some of the limitations of this validation procedure, there is a substantial degree of confidence that the responses that project directors make on the monitoring instruments are indeed correct in describing the status of activity completion in their projects.

Table IV. 1

Number of Objectives in Categories of Agreement Level for Model and Randomly Selected Projects

	Project Code	Strong Agreement	Moderate Agreement	Weak Agreement
Model Projects	13ARL	10	2	4
	41KAN	6	1	2
	41URB	6	3	1
	42LIN	8	2	1
	53GOD	3	7	3
	13BER	8	3	1
Model Subtotal		41	18	12
Percent		57.7%	25.4%	16.9%
Median		7	2.5	1.5
Randomly Selected Projects	42CHA	3	4	2
	53MTV	6	4	0
	53DOZ	6	1	3
	13MAT	5	3	1
	12CHI	2	4	4
	21AUR	6	1	3
Random Subtotal		28	17	13
Percent		48.3%	29.3%	22.4%
Median		5.5	3.5	2.5
Sample Total		69	35	25
Percent		53.5%	27.1%	19.4%
Median		6	3	2

B. Status of Right to Read Projects: Statewide and By Region

Of the 41 projects for which report data were available, the overall mean discrepancy score is 0.92, indicating that on the average projects are slightly better than "average" in accomplishment of objectives. (Since the possible range of discrepancy scores is from 0, "perfect accomplishment," to 2, "no accomplishment," the average would be 1.0.) In comparison with the 1976 mean, 1.05, the accomplishment this year shows some improvement. These figures, along with a more detailed profile of average discrepancy scores for each objective, element, and time period, are shown in Table IV. 2.

For a more detailed view of the statewide status, we consider the relative strengths and weaknesses of present projects among the objectives and elements of Table IV. 2. The average discrepancy score for the required objectives is 0.82, which, being lower than the 0.92 for all objectives, indicates that the projects generally are performing better on those core activities common to all projects than they are on those chosen optionally by individual projects. This is a reversal of the finding in the 1976 evaluation study, wherein the projects were more successful in their accomplishment of optional objectives than for those required. It is possible that time and the state staff's awareness of the previous results served to focus training and support efforts more to the areas covered by the required objectives.

From among the required objectives, it is seen that the areas of strength are advisory council work (objective #1), needs assessment (#2) and coordination of daily activities (#6), in that they have low discrepancy scores. Success is seen in publicity activities (#4) and long range planning (#3).

Table IV. 2

Summary Discrepancy Score Data for Local Right to Read Projects in Illinois

Required Objectives	Mean Discrepancy Scores	1976 Rank	Mean Discrepancy Scores	1977 Rank
1. Advisory Council	0.81	1	0.52	1
2. Assess Literacy Need	1.04	3	0.63	2
3. Long Range Planning	1.25	5	0.91	5
4. Publicity Network	1.09	4	0.80	4
5. Tap Community Resources	1.41	6	1.18	6
6. Coordinate Daily Activities	0.95	2	0.67	3
7. Staff Development	1.49	7	1.23	7
Required Objectives Mean:	1976= 1.13		1977= 0.82	

Optional Objectives	Mean Discrepancy Scores	1976 Rank	Mean Discrepancy Scores	1977 Rank
8. Parent Education: Preschool	1.08	8	1.19	7
9. Adult Reading Program	0.73	3	0.98	4
10. Preschool Readiness Program	1.00	7	1.49	9
11. Train Volunteers: Preschool	1.43	9	1.23	8
12. Train Volunteers: K-12	0.93	6	0.82	2
13. Train Volunteers: Adult	0.85	4	1.18	6
14. Proposals for Funding	0.39	1	1.02	5
15. Classroom Literacy Activities	0.48	2	0.75	1
16. Integrate Media Coverage	0.92	5	0.84	3
Total Objectives Mean:	1976= 1.05		1977= 0.92	

(Table IV. 2. continued)

Element	Mean Discrepancy Score	1976 Rank	Mean Discrepancy Score	1977 Rank
Planning	0.98	2	0.89	2
Formal Training	0.91	1	1.13	6
Staffing	0.99	3	0.68	1
Field Based Activities	1.03	4.5	0.93	3
Management & Coordination	1.03	4.5	0.96	5
Evaluation & Assessment	1.20	6	0.95	4

The objectives having to do with community resources (#5) and staff development activities (#7) are quite weak, each with discrepancy scores greater than 1.0. As can be seen by comparing the 1976 values with the present ones, each and every objective shows improved performance in the state average, and the rank ordering of objectives in terms of success remains almost exactly the same, with only objectives 2 and 6 interchanging ranks.

From among the optional objectives, areas of special strength are classroom literacy activities (#15), training volunteers in school (#12) and media programs (#16). Of those, that of training volunteers for in-school programs shows substantial improvement over the 1976 results. Areas of special weakness are preschool readiness activities (#10), volunteer training in preschool (#11), parent education for preschool (#8) and volunteer training for adult programs (#13). Substantial decline in comparison with the 1976 results is seen in the areas of preschool readiness (#10) and proposal writing (#14).

Considering the activities regrouped into the major elements, again from Table IV. 1, it is seen first of all that Staffing stands out as the area of greatest relative strength with an average discrepancy score of 0.68. This

represents an area of substantial improvement since the 1976 report. The only weak element is that of Formal Training, with a discrepancy score of 1.13, and an area that has declined somwehat since the previous evaluation. Each of the other four elements shows moderate success in terms of discrepancy scores, and each relects improved success since the 1976 evaluation.

Findings of a similar content and format are reported for each individual project for distribution to local directors. Each director will receive a summary report and a copy of the computer printout for his or her project. The 41 individual reports can be found in Appendix E.

Discrepancy scores have been averaged for projects within each of the five geographic regions, and these results are displayed on Table IV.3. Conclusions based upon these data must be treated with caution, however, since not all projects are represented (40 of 95), and since the number of projects per region is neither equal nor equally representative of each region. The similarities and differences among regions and in comparison to state averages are indicative, therefore, but not conclusive. Given the tentative nature of these data, only the particularily salient features will be noted and discussed concerning regional comparisons.

With respect to the Required Objectives, Region 5 shows most successful accomplishment with an average discrepancy score of 0.56, considerably lower than the state mean of 0.82. The only objective for which Region 5 shows lower than average accomplishment is #5, Staff Development Programs.

Region 3, on the other hand, reveals uniformly high discrepancy scores for Required Objectives in comparison with the other region and statewide averages. The remaining three regions have average discrepancy scores clustering closely together and Regions 1 and 4 appear to be most similar in terms of successful accomplishment levels of individual objectives. It

Table IV.3.

Summary Discrepancy Data for the Five Regions in the State of Illinois (n=40)

Required Objectives		Region 1 (n=12) Mean Discrep. Score	Region 2 (n=4) Mean Discrep. Score	Region 3 (n=6) Mean Discrep. Score	Region 4 (n=12) Mean Discrep. Score	Region 5 (n=6) Mean Discrep. Score	State Mean Discrep. Score (n=41)
Select Advisory Council	1	0.39	0.92	0.98	0.32	0.35	0.52
Assess Literacy Needs	2	0.64	0.46	1.11	0.60	0.14	0.63
Long Range Planning	3	0.84	0.59	1.57	0.98	0.33	0.91
Form Publicity Network	4	0.66	0.92	1.23	0.90	0.55	0.80
Tap Community Resources	5	1.34	1.12	1.38	1.05	0.87	1.18
Coordinate Daily Activities	6	0.44	0.32	0.88	0.81	0.62	0.67
Staff Development Program	7	0.99	1.77	1.20	0.78	1.23	1.23
Required Objectives Totals		0.72	0.87	1.16	0.77	0.56	0.82
Optional Objectives		(n)	(n)	(n)	(n)	(n)	
Parent Education: Preschool	8	1.38 (11)	2.00 (3)	1.97 (5)	0.63 (12)	1.12 (6)	1.19
Adult Reading Program	9	1.62 (8)	0.75 (3)	0.47 (3)	1.13 (9)	0.16 (5)	0.98
Preschool Readiness Program	10	1.71 (2)	2.00 (2)	1.91 (2)	0.98 (7)	1.33 (1)	1.49
Train Volunteers: Preschool	11	1.51 (5)	1.33 (2)	1.71 (2)	0.73 (3)	0.66 (2)	1.23
Train Volunteers: K-12	12	0.99 (7)	0.74 (2)	1.60 (3)	0.29 (6)	0.69 (2)	0.82
Train Volunteers: Adult	13	1.98 (4)	1.38 (2)	1.09 (3)	0.94 (5)	0.10 (1)	1.18
Proposals for Funding	14	1.32 (6)	0.91 (2)	1.21 (3)	1.12 (8)	0.00 (3)	1.02
Classroom Literacy Activities	15	0.63 (5)	1.16 (2)	1.08 (4)	0.60 (5)	0.00 (1)	0.75
Integrate Media Coverage	16	1.07 (4)	0.35 (2)	1.07 (4)	0.89 (4)	0.28 (2)	0.84
All Objectives Totals		0.96	1.05	1.27	0.79	0.45	0.92

is possibly significant that Regions 1 and 4 also have the greatest number of projects represented.

With respect to average discrepancy scores for Optional Objectives, interpretations are less specific than for Required Objectives. As can be observed from Table IV.3 , the number of projects (n) selecting particular objectives varies considerably from region to region. State averages are based upon differing sample sizes, therefore, and comparisons of state and regional averages should take account of the differing sample sizes.

Similar caution is recommended in interpreting mean scores in the "All Objectives Totals" row. The mean scores have been obtained by averaging scores from Required and Optional objectives, the latter involving differing sample sizes since projects have chosen to perform different optional objectives. Keeping in mind these warnings, Region 5 is still shown to be highest in accomplishment and Region 3 lowest as indicated by the "All Objectives Totals" row. While regions 1 and 2 show lower accomplishment for Required Objectives, "All Objectives Totals" were similar for 1, 2, and 4. State averages show that none of the Optional Objectives stand out as overwhelmingly successful. The two showing least accomplishment were #10 and 11, preschool programs for readiness and training of volunteers.

Table IV. 4 displays discrepancy scores for the six Elements averaged individually for the five regions and for the statewide sample. Looking at the element of Planning, we observe the same pattern of accomplishment as was found for the Required Objectives. Regions 1, 2, and 4 are quite similar in discrepancy while Region 5 shows greatest accomplishment and Region 3 least accomplishment. With respect to Formal Training activities, however, Region 4 is the clear leader. In terms of Staffing and Field Based Activities, the original pattern is repeated again. For Management and Coordination

Table V.4.

Summary Discrepancy Scores for Elements in the Five Regions

Type of Element	Region 1 (n=12) Mean Discrepancy Score	Region 2 (n=4) Mean Discrepancy Score	Region 3 (n=6) Mean Discrepancy Score	Region 4 (n=12) Mean Discrepancy Score	Region 5 (n=6) Mean Discrepancy Score	State Mean Discrepancy Score (n=40)
Planning	0.86	0.90	1.26	0.84	0.54	0.89
Formal Training	1.30	1.11	1.50	0.46	0.75	1.13
Staffing	0.60	0.69	0.98	0.61	0.31	0.68
Field Based	1.00	1.14	1.22	0.83	0.53	0.93
Management & Coordination	1.07	1.01	1.31	0.78	0.65	0.96
Evaluation	0.92	0.85	1.35	0.96	0.67	0.95

activities, Region 4 again has greater accomplishment than Regions 1 and 2. Finally with respect to Evaluation activities, Region 5 repeats its higher performance, Regions 1, 2, and 4 retain their similarity in accomplishment, and Region 3 reveals the lowest level of success.

The general conclusions from these data concerning how Regions compare with each other are that Region 5, though represented by only 6 projects, shows the highest accomplishment overall for all three aspects: Required Objectives, Optional Objectives, and the six Elements. Second in accomplishment, though trailed closely by Regions 1 and 2, is Region 4. Showing less accomplishment overall is Region 3.

As stated earlier, these conclusions are tentative, given the makeup of the Regional samples. With more complete data, however, finer and more useful comparisons can be attempted. For example, in the Required Objectives, least diversity of accomplishment is indicated for Objective #6 - Coordinating Daily Activities. Most diversity among mean discrepancy scores is observed for Objective #2 - Assessing Literacy Needs. Regions appear to experience similar degrees of success with coordinating daily activities, but quite different degrees with needs assessment activities. Such comparisons with more representative data can yield useful information for identifying needed inservice and follow-up training.

C. Model Projects and Suggested Determinants of Success

Two projects from each of the three regions were identified as models by virtue of their outstanding performance in accomplishing the required and chosen objectives. They were identified for the purpose of making possible the compilation and dissemination of information and/or materials concerning these "model" programs. Additional information concerning these models, specifically with respect to characteristics of directors, is intended to improve and enhance

preservice and inservice training activities offered by state staff and resource personnel to present and future local Right to Read staffs.

Identified previously in Table IV. 1, the model projects were shown to have approximately the same level of validity as those projects selected at random throughout the state. Identifying "models" by discrepancy information appears, therefore, to be a reasonable method based upon the validity results. Given that these represent some of the most successful projects, the further question remains, what aspects of these projects appear facilitative of that success?

In answering this question, the intention was not to obtain lengthy descriptions of model projects or to identify those aspects indigenous to the particular projects which lead to their success, but instead to glean those factors across the six projects which characterized and were associated possibly with success. In that a similar attempt was made in the initial Right to Read evaluation (1976) for the specific purpose of developing a selection model for Right to Read directors, it was felt that a further test of this hypothetical selective model could have advantages for future recruitment and selection if shown to be supported by these most successful directors, and that it would also satisfy the goal of this evaluation of identifying aspects related to success that would be useful in future training efforts.

The additional questions asked each director of a "model" project were taken from the major components of the selection model, and a response coincident with characteristics depicting earlier successful directors would thus support the proposed model. Paraphrasing from the selection model proposed in the 1976 evaluation, potentially successful directors should have lived in their community more than 15 years, should be active in a variety of professional organizations, perceive one's self as a reading specialist; have had training in communication, human relations, organizational and administrative skills, dissemination techniques and program development experiences; have earned a

Masters' degree, have had 8 or more years of experience in elementary schools; should be functioning in a non-classroom teaching role having had experience in a variety of positions; should have or perceive that they have the support of the administration of their school or district, and be employed in areas in which the level of poverty is low. The response frequencies to the questions about these characteristics for the six presently identified model projects are reported in Table IV.5.

Table IV.5

Characteristics of the Most Successful Local Directors

Characteristics	Responses From Directors
1. Length of time in community?	2, 10, 40, 45 years; "most of my life" (2 persons)
2. Number of professtional organizations of which is a member?	2, 7, 8, 8, "countless"
3. Think of self as a reading specialist?	yes = 5
Specific training in another area?	yes = 6
4. Posses MA degree?	yes = 5
Advanced training or experience in:	
human relations?	yes = 6
administration?	yes = 6
program development?	yes = 6
dissemination?	yes = 5
5. Years' experience in elementary or secondary school work?	10, 11, 19, 20, 20, 24 (median = 19.5)
6. Presently classroom teacher?	yes = 2
7. Is administration supportive of R2R efforts?	very = 4 somewhat = 2 no = 0
8. Poverty level in your area?	high = 1; low = 1; questionable, some = 4

To summarize the results of Table IV.5. successful Right to Read directors might be characterized as generally being established in their community for some considerable time (with one clear exception); being active in several professional organizations; being reading specialists, but with specific competencies in one or more other areas; as possessing a Masters' degree; having training in a number of other areas; being experienced in school work; being in a professional position outside of classroom teaching (again, exceptions here), and having administrative support for their efforts. Only one person reports working in an area with a high poverty level. This seems to indicate (as was stated in the 1976 report), not that success is impossible in poverty areas, but that it is easier to come by where poverty of the community is not a problem. The implication is that special recruitment and support services may be needed to improve the success of projects in high poverty areas.

Table IV.5. shows that in terms of the characteristics in question, these successful directors are very similar to those identified as successful in the 1976 evaluation report. Given this high degree of similarity, the selection model is given greater support and validity. The hypothesis that these are aspects contributing to the success of projects generally is given support also. In no instances did three or more of the six directors respond to these questions in ways that would refute the model, and in only three instances (questions #1, 5 and 6) did any of the directors respond with answers that would refute the model. In all other cases, responses supported the model.

It was the experience of the interviewers in talking with directors of model projects that they welcomed the chance to discuss the characteristics and attributes of their projects, and in most cases did so at length. Much of the information served to validate specific answers to the interview

questions. In that the volume of information given was extensive and given rapidly, interviewers had to confine themselves to taking down information more specifically related to the questions asked and thus did not find it possible to gather and record these descriptions, even with the knowledge that such descriptions might have some possible useful function. Attempts to analyze this additional data to produce added clues of a programatic nature to project success proved fruitless given the diversity of projects sampled and the lack of organized framework for receiving such information. The only differences that could be reported with confidence were that successful projects appeared to engage in quantitatively more activities and over a more diverse range than those specified in the 16 monitoring objectives. The three interviewers did gain some strong impressions about these successful directors from the interviews they conducted, and though subjective and not formally validated by other data, they are offered here for whatever worth they may have in describing successful directions or in organizing attempts to continue further study of model projects. According to the three interviewers, directors of successful projects seemed very energetic, enthusiastic, committed to Right to Read, and were leaders in other areas of education, all of which contribute to an expectation of successful operation of any activity that they might be involved in.

D. State Training and Support Evaluation

Two questions were included in the interview schedule as a supplement to the validity study in order to obtain local project directors' evaluation of their training by the staff (or universities subcontracted for this function in some cases) and their evaluation of the kinds of support services they have been receiving by the staff, both after some period of time had been spent in actual project operation. The data are summarized here for purposes of both

assessment of what has taken place in the minds of the clients of the state staff and for possible future redirection of activities.

The question directed at training asked, How helpful was the initial training program for conducting your project? (Probe, if necessary.) Of the 12 projects interviewed, all 12 began with a positive general statement such as "excellent," "very useful," "helpful," "a good experience," etc. Upon probing when needed, responses were more detailed, and indicated both strengths and weaknesses, which are summarized below along with the number of times a particular idea was expressed if more than once.

Strengths of Training Sessions:

- state staff members - 3
- procedures for setting up project - 2
- good follow-up support - 2
- stimulating ideas and materials - 2
- information on structure of R2R
- contact with other reading personnel
- procedures for advisory council work
- individual needs and situations adapted to

Weaknesses of Training Sessions:

- university trainers gave no follow-up - 2
- content in the discipline of reading poor, outdated
- too much emphasis on teaching reading; too little on organizational skills
- state staff not supportive
- no financial support for project work

The question for evaluating state staff support services asked, What kind of services have you been receiving from the state R2R staff? Although the question is stated to elicit a listing rather than positive or negative directional responses, respondents seemed to view their response as an opportunity to praise or condemn certain functions. As was done for the training question above, the responses here are divided into two categories indicating the positive comments or helpful services and the criticisms and/or suggestions for improvement.

Positive/helpful services

- printed material sent (especially on parent involvement and tutoring) - 5
- visits (in years previous to this past one) - 3
- provide information when requested - 2
- the workshop in Mt. Vernon

Criticisms/suggestions on services:

- little or no services - 7
- support (including site visits) were provided well under previous staff; poor in general with present staff - 4
- no feedback on reports submitted to state office - 2
- they are obviously overworked and cannot follow-up sufficiently
- provide useless printed materials
- do not respond to letters of inquiry
- misrepresent content of training sessions
- no sign of appreciation of work at local level
- support teams don't know enough about R2R
- left the local community hanging after promises of assistance
- need better communication with local projects.

E. Summary of Findings

Findings fell into four categories: validity of instrument data, status of Right to Read Projects, information concerning model projects, and assessment of training and support services. With respect to the information collected on monitoring instruments, a high degree of validity was demonstrated. Actual discrepancy scores and assigned discrepancy scores based upon interview responses showed strong or moderate agreement for 80.6% of the objectives across the 12 projects interviewed.

Concerning the status of Right to Read projects across the state, a somewhat lower mean discrepancy score than the 1976 mean revealed slightly greater overall accomplishment by presently operating projects. Required objectives showed a higher completion status than optional objectives, a reverse from earlier trends, and highest success was shown for needs assessment efforts and coordinating daily activities. Representing a minor improvement over 1976 scores, the objectives showing weakest success of the required objectives were those having to do with staff development and tapping community resources. With respect to the optional objectives, areas of strength were classroom literacy activities, training volunteers at the school, and media programs. Areas of weakness were in preschool activities, those specifically involving readiness training, training of volunteers, and parent education. Also quite weak were volunteer training activities for adults. In terms of the six elements, Staffing activities emerged as the strongest with moderate success in all the other elements except Formal Training, which was quite weak.

Information concerning model projects was shown to be slightly higher in validity that in the other six randomly selected projects. The selection model for directors developed in the 1976 evaluation was verified to a large extent as useful in identifying characteristics of Right to Read directors that may

be functionally related to project success. In only a small minority of instances were the directors of the six model projects shown to be different from previously identified successful directors with respect to these "model" characteristics though no strict cause and effect relationship between this successful director profile and project success can be demonstrated, the consistency among past and present successful directors with respect to the selection model characteristics suggests a significant association.

A lengthy list was produced concerning the strengths and weaknesses of the training received by these 12 Right to Read directors. Most often identified as a strength were staff support activities concerning initial implementation of project actvities and follow up efforts with materials and ideas. A lack of follow up by university trainers was noted as the major weakness, though most weak aspects fell into the category of lack of support of some kind. Support for implementation and continued managing of the projects at the local level therefore, emerges as the most pervasive theme of these responses.

When asked to comment of the kinds of the support received from the state, most assessed the support, and more criticisms than positive assessments were voiced. Lack of service and poor support were the dominant complaints, and most often praised were the printed materials received concerning parent involvement and tutoring and site visits by Right to Read staff and resource personnel. These comments take on somewhat more significance when compared to the sentiments of directors as reported in the 1976 evaluation. Supportive services were one aspect highly praised by directors at that time.

V. Limitations of the Study, Implications and Recommendations

A. Limitations

In all programs of evaluation, even in ones with as specifically stated intentions as this one, there are constraining factors which influence the kinds and extent of activities undertaken. Ultimately, these constraints also shape the outcomes and products of the activities. The 1977 Right to Read evaluation contract awarded to Roosevelt University had one overwhelming limitation, that of time, and the effects of this one constraining factor are most evident in the lack of secondary (qualitative) supportive information which gives greater credibility and context to findings and recommendations. Because of this less than desirable effect, the nature of the time constraint merits explanation both for clarification of the findings and implications forthcoming and for possible avoidance in future evaluations of some of the pitfalls caused by time constraints.

This evaluation program was to be of 6 months duration commencing March 1, 1977 and terminating August 30, 1977. An unfortunate feature of the proposal however, was that the date for commencement was coincident with the deadline for submission of proposals (March 1, 1977) thus making inevitable a late start for evaluation activities. In actuality, a letter informing the Research and Development Staff of the awarding of the contract was sent from the Illinois Office of Education on March 17, 1977, though the contract was not received by the Research and Development Center until May 15, 1977. Because of the uncertainty surrounding the reasons for why the contract was not immediately forthcoming following the letter of information concerning the contract award, the Roosevelt staff was reluctant to commit major portions of time to the evaluation until the contract was in hand. In conjunction with this late arrival was the stipulation by the Illinois Office of Education that a final negotiating conference be held with the Right to Read Staff and Roosevelt Staff to finalize

work and product commitments, and this was not possible until the contract had been sent and received. Though much preliminary planning and scheduling of activities was accomplished while waiting for the contract, many of these plans had to be deleted or altered in light of necessary agreements made in the subsequent negotiating meeting. The negotiating meeting to finalize objectives and procedures was not held until May 25, 1977, and this date marks the time when evaluation activities realistically began.

These negotiations were very signigicant, for they changed the focus of the evaluation. Originally it was designed to assess progress of R2R projects from information obtained through directors' responses to the monitoring instrument. It was altered to one which would oversee the implementation of the monitoring system and then assess project status.

Following the completion of the 1976 evaluation, the newly formulated monitoring system was to be implemented. However, for a variety of reasons, none reflecting upon the competence of any individuals, the actual implementation was delayed until the summer of 1977. The most significant factor resulting in the delay was the replacement of the four member Right to Read state staff with two persons who were relatively new to Right to Read. The reduction in number of staff and the normal internal adjustments accompanying such staff changes were enough to forestall immediate implementation of the system.

A significant portion of this present evaluation was thus focused upon assisting the new Right to Read staff in this implementation. Further, the data to be evaluated would constitute the information received from local directors from the first administration of the monitoring instrument.

Since these data had not been collected, and in the interim Right to Read directors had lost familiarity with the use of the instrument, it was agreed that members of Roosevelt staff would attend the June, 1977 Right to Read Directors' meeting to explain the use of the instrument and to gather these baseline data from directors in attendance. The timeline in the proposal was altered

(See Appendix C for revisions) with the stipulation that all computer printout would be received by Roosevelt staff by August 1, 1977. This was in essence a two month delay, and it precluded the identification of model projects until that time.

At the June meeting, only a minority of the directors from the 95 operating projects were in attendance, and instruments for those not in attendance were immediately sent out by the state staff with a return deadline of June 30, 1977 in accordance with the revised timeline. Response from directors was not as prompt as was desired, and because of lack of data, all deadlines were adjusted back by two more weeks. When it seemed apparent that few, if any, more instruments would be forthcoming from directors, the decision was made to evaluate the data in hand. The sample consisted of information from 41 of the 95 operating projects throughout the state. In August, when these data were prepared and computer analyzed, some additional minor computer problems were experienced in obtaining the proper computer printout, and it was not received by the Roosevelt Staff until September 12, 1977. In the original proposal, these data were to have been received by early May, 1977. Given the delay, the deadline for receipt of all products was moved to its latest possible date, that of October 31, 1977.

The late receipt of the printout had most significance and bearing upon those activities which were possible only after the data were available. These activities constituted the assessment of validity and identification and description of six model projects. Both of these activities were to be conducted through the use of phone interviews with 12 projects, as outlined earlier. To leave adequate time for analysis and report preparation, these interviews were conducted almost immediately following the receipt of the printout. Essentially, all efforts related to validity, model projects, and report preparation had to be telescoped into one month's time. Originally,

a minimum of three months were to be available. If one compares the extent of data treatment and the amount of data gathered in the original 1976 evaluation with the present one, a significant difference is apparent and is attributable most strongly to a difference in time for analysis and further data collection. Time was a luxury afforded the first evaluation not present in this most recent one.

Given the constraints and problems of the past months, it must be made clear at this point that the Roosevelt staff firmly believes that this final report and the accompanying products more than adequately satisfy the general intentions, goals and expectations of the original proposal. This historical comment is not, therefore, to be construed as a rationalization or apology for what has been produced or the quality of those products. The documents themselves are sound and are capable of standing on their own merits. Rather, we as a research and evaluation staff lament the extent of data gathering and additional treatment which could have been possible if not constrained so heavily by lack of time. We suggest that the problem of time be more seriously considered when the next such evaluation is planned. We suggest also that the monitoring activity be considered a state staff function, to be completed periodically within each year of operation. If the monitoring system is to be used only when an external evaluation team is subcontracted, then the problems described above will be repeated.

One final limiting factor must be noted, and this is with respect to funds for evaluation. Evaluation efforts of the kind recommended in the 1976 evaluation and that desired by the Right to Read staff (gleaned from conversations in the early stages of the present evaluation) are not realizable within the dollar amount specified for this latest evaluation. Focusing this specifically on recent efforts, it is the judgement of the Roosevelt staff that phone interviews are inadequate as a device of conducting a comprehensive and comparative case study analysis. Phone interviews are a satisfactory device for data

validation, but do not allow the investigator to describe project process and climate. Site visits are a vital component to any case study approach. Because of the time and travel expenditure required, these activities dictate an allocation of funds beyond the minimal 5% allocation specified by Federal guidelines. This evaluation recommends comprehensive descriptions or case studies of model projects to produce transportable materials and processes which can be disseminated and used for training new directors. If these future activities are desired, the R2R staff must be prepared to allocate additional resources to evaluation.

Other limiting factors such as small sample size and the like could be noted at this time, but they are secondary in importance to those stated above. We view the time constraints as situationally caused, and do not seek to fault any person or group connected with the evaluation. Good faith and open communication between the two staffs characterized strongly the entire effort. These comments are offered in detail to clarify the nature and context of the findings and more importantly have been spelled out with the intention of identifying pitfalls that can be avoided in future evaluation efforts.

B. Implications and Recommendations

Within the limitations specified, the findings imply alternative courses of action or support previous courses. Included in the findings of this report have been numerous references to those of the 1976 evaluation, and some reference to these findings in conjunction with conclusions from the present study will be made. Each of the recommendations is preceded by the finding which generated the suggested course of action, and these recommendations are organized into those which apply at the Policy level, the project level, and at the impressionistic level.

1. At the Policy Level

a. Finding: Concerning training for R2R directors and services provided by the state staff, the projects sampled cited "support" and "follow-up in the field" as a strength of the training. These same directors also stated that lack of support and services was a deficiency of the state staff.

Implication: Support by the state staff at the local project level appears to have decreased in comparison to support offered in years prior to 1976, and this is likely a detriment to project - staff relations as well as local project survival rate.

Recommendation: Attrition statistics were not readly available for it was difficult for the state staff to supply an accurate list of those projects presently in operation. Given a comparison of the approximate number of R2R directors trained in Phase III (140) and the number of Phase III projects submitting filled out instruments (19), however, attrition appears considerable. In projects such as Right to Read which provide little financial support and minimal accountability beyond what local projects institute themselves, it is recommended that communications of whatever sort possible be established or reestablished between state staff and state staff resource personnel and local directors. Though

this recommendation is aimed at stemming attrition, it is felt that such efforts will facilitate collection of additional monitoring data as well as other useful local project information, e.g. student achievement data.

b. Finding: Validity of instrument data as reported by local directors was high for a large majority of the projects sampled.

Implication: The monitoring system as it was implemented and tested appears to be fulfilling expectations and should be retained and applied to all operating projects.

Recommendation: As a process, this method of determining validity appears adequate, but might be assessed and possibly refined in ways which will increase its effectiveness and efficiency. In that strong agreement was obtained only for about 60% of the projects, efforts to increase this strong agreement should be undertaken. It is the opinion of the Roosevelt staff that accuracy in reporting data could be increased by insuring that present and future directors obtain a somewhat clearer knowledge of the intentions of the monitoring instrument and the procedures for filling it out. It is recommended that this be a required segment of major pre and inservice training conducted for R2R directors. Further, it is recommended that studies of the validity of these self report data continue to be included in future evaluation efforts of R2R projects.

c. Finding: The relative strengths and weaknesses as indicated by discrepancy scores for the seven required objectives are very similar to the 1976 population of projects, though the present scores show somewhat greater success in accomplishing objectives than did past scores.

Implication: The population of directors appears not to have changed drastically in terms of what they attempt and where priorities for work are placed. As such there appears to be a stability in the kind of persons functioning in Right to Read local staffs. Accomplishment appears to be increasing according to this sample.

Recommendation: State staff should review these and past data concerning completion status to determine what will be considered "successful" and what will be considered "unsuccessful" in terms of accomplishment levels. This present reporting is dependent upon the time at which it was taken and takes little regard of how long directors have been working on accomplishing these objectives. In that there is improvement over the past reporting, this appears encouraging, but more intensive investigation is needed of these and other future data to determine acceptable completion standards over time. There is the additional caution in this instance in making sweeping generalizations concerning increased accomplishment in that this represented less than half of the operating projects. It is further recommended, therefore, that this type of baseline data be gathered for all projects for a clearer and more accurate interpretation of completion status.

d. Finding: Optional objectives' data show strengths in school related activities such as classroom literacy, training volunteers in school, and media programs. Weaknesses are shown in preschool programs and those working with adult education.

Implication: School related activities may be more successful than non-school related activities in that they are more traditional and can rely upon an established set of procedures and expectations. Educating parents of preschoolers and adults generally are activities not as commonly carried out with respect to reading and are perhaps more difficult to conduct as a result.

Recommendation: If these relative strengths and weaknesses represent an undesired imbalance, one needing change, it is recommended that more efforts be focussed in providing services to those projects conducting parent education programs of a type that will assist local directors in planning and implementing these programs. If preschool readiness and parent and adult education programs with respect to preschoolers are not doing particularly well in terms of accomplishing objectives, this topic could be one focus of state R2R sponsored activities. These expressed needs of local projects, as indicated by discrepency

scores, should serve as an outline, an agency for workshops, conferences and other events sponsored at the state or regional level. It is suggested that more study is needed with respect to Right to Read's role and function in the education of preschool parents and preschoolers, and that findings and information gathered at the state level would be welcomed by and useful to local directors conducting such programs.

e. Finding: With the exception of the element of Formal Training, the elements of Planning, Staffing, Field Based, Management and Coordination, and Evaluation activities show better than average accomplishment with especially high accomplishment in the element of Staffing.

Implication: The success in obtaining and placing staff in local project roles is apparent and exists in contrast to the lack of success in formal training activities. This implies possibly that formal training for local staff may not be percieved by local directors as needed.
The expressed desire for more follow up from trainers and support from state staff may also imply the need for assistance related to previously unsuccessful elements.

Recommendation: Given the relative lack of activity generally in the area of formal training and the expressed need for support, it is recommended that state staff consider offering assistance to local projects specifically with respect to determining and diagnosing their formal training needs. It is further recommended that discrepancy data by utilized in a similar fashion at the region and project level to determine other possible topics for which projects are indicating a need for assistance.

f. Finding: Though incomplete data make any conclusions tentative, a comparison of discrepancy scores across the five geographic regions indicates most successful accomplishments in Region 5, least successful accomplishment in Region 3, and moderately successful accomplishment in Regions 1, 2, and 4 on project objectives.

Implication: The rather wide diversity in accomplishment levels across the five regions suggests a need for careful monitoring of progress within regions. Such diversity may be warranted by differences among projects with respect to when they began operations. However, it may also indicate some lack of uniformity in training, inservice, or implementation procedures.

Recommendation: As a prerequisite to forming conclusions, data should be gathered from all projects in each region. If identified trends persist,

Program Team Specialists for each of the regions should determine the reasons for the mean accomplishment level of projects their regions, and should recommend and offer assistance in areas where it is needed. Additionallly, this again points to a need for establishing accomplishment standards, ones indicating acceptable minimum levels over specific time frames. Once established, goals can be set for individual projects or clusters of projects, and continual monitoring efforts can thus attain a more useful status. Program Team Specialists should participate in the establishment of these standards, accomplishment goals, and monitoring procedures.

2. At the Project Level

a. Finding: Six model projects were identified, and the characteristics of directors of these model projects were shown to coincide closely with those of previous successful directors as identified by the selection model produced in the 1976 Right to Read evaluation.

Implication: If model projects can be identified by discrepancy scores, the project sites and local project personnel represent potential resources for improvement and enhancement of other local projects. The probability of greater success in performance of projects will be increased if directors can be selected and/or encouraged to conform to the selection model criteria.

Recommendation: The state staff should develop methods of utilizing identified model projects as training resources. Future recruitment efforts for new directors should take into consideration these data which appear to be associated with success. When and where feasible a conscientious attempt should be made to bring in personnel who exhibit these features. An alternative training strategy might be considered. For example, state R2R training funds could be used to offer new directors one week of common training and one week of apprenticeship to a "successful" project in a c mmunity similar to the new director's, and two weeks of an on site field service provided by a university in the area. This would probably cost the same as the current training services being offered and would allow opportunities for retraining of old directors.

3. At the Impressionistic Level

Much time was spent in consultation with Carolyn Farrar and Arnette Rauschel, Educational Consultants to Right to Read, in planning and readjusting plans for evaluation procedures. Additionally, sentiments concerning Right to Read were shared with the Roosevelt staff in many of the phone interviews, and much information was transmitted of an incidental and adjunct nature not necessarily pertaining to the interview questions directly. From these experiences, some impressions were formed, and these were discussed among the Roosevelt staff. The following are some tentative recommendations based upon these impressions.

a. Reactions to the Monitoring Instrument

Even though rather extensive training in use of the monitoring instrument has been conducted with local directors, some of those interviewed expressed confusion over its purposes and how it was to be filled out and used. Additionally, other directors expressed both to the Right to Read staff and the Roosevelt staff the opinion that they wished to report on aspects not specifically covered by the instrument which were taking place in their projects. For the instrument to have maximum effectiveness, directors must understand its intentions and uses fully and clearly. One aspect that must be clarified with directors is that the instrument is not intended to cover all aspects of the project, and though it is the major piece of evaluative information from projects, other kinds of reports from each local project can be included. It is recommended, therefore, that the Right to Read staff develop some method of obtaining local directors' responses to these concerns, e.g. maintaining comprehensive project files including materials, reports of visits by state staff, correspondence, local news items and other documentation which can be content analyzed; surveys

from the state office; inclusion of a narrative description along with the monitoring instrument.

b. Right to Read Staff Turnover

Following the 1976 evaluation of Right to Read in Illinois, two new staff persons were assigned as Educational Consultants to Right to Read as replacements for the original 4 member staff. The new staff's role remained essentially unchanged from that of the old staff: to administer and coordinate the Right to Read Program throughout the state of Illinois. Major staff changes of this kind invariably have repercussions throughout the entire involved system, and Right to Read was no exception. The most significant effect according to interview responses and other contact with directors has been the loss of personal and professional communication between state staff and the local projects, a loss which has left some projects feeling forgotten, neglected, or simply on their own. The possible negative consequences of prolonging such communication gaps need no illumination. Rather, we recommend that the following action be taken, and that similar efforts already in progress concerning these gaps be increased. First, an accurate listing of all operating and non-operating projects (identified through training phase rosters) should be made, and those projects contacted to obtain an up to date picture of each project's operational status and future intentions. Second, a standard procedure for reporting progress, including and going beyond the instrument reporting should be established and put into practice as soon as possible those projects in operation. Third, a procedure for visiting each project over the next year by state staff or resource personnel should be established, and it should be carried out as completely as possible. Under the present administrative framework at the state level for Right to Read, the most appropriate persons for conducting such visits are the Program Service Team consultants whose specific function at least in part is to carry out such activities. With a staff of only two persons at the state level to coordinate

Right to Read activities throughout the state, it is recommended that the large majority of these visitations not be undertaken by these two individuals.

c. Residual Issues

In the 1976 evaluation, particular topics were addressed which still remain to date as areas of concern for future R2R efforts. These are: 1) University responsibility for training of R2R future directors, 2) incentives for R2R directors, and 3) student reading acheivement data - its purposes and uses. First, if universities are going to be given contracts to do pre and inservice training with R2R directors, and we still belive that they should, then we feel the state staff must insist that systematic follow up be built into the program. The contract conditions should be monitored by requiring the contracting universities to provide the state with reports of visits to projects and meetings with R2R directors. In addition, this same kind of monitoring procedure should be required of those state staff persons who are on the Technical Service Teams and are shown as R2R resource personnel.

Second, the whole question of state incentives to local R2R directors must be considered. While intrinsic rewards of "feeling good" about the project may be sufficient for successful directors (by their own report in interviews), we believe that the plea for support is at least one indication of the importance of external incentives and rewards. A more elaborate system of providing support of this kind may affect positively the seemingly growing rate of attrition among the newer projects. We are not suggesting specific methods to use for this is clearly the purview of the state staff and participants. Instead, we again suggest this area as one of continuing concern, which if attended to could reap substantial benefits.

Third, there is the oft referred to, but seldom addressed topic of student achievement data in reading. We recommend that this once more be given serious consideration for at least two reasons. One, it is likely to be a focus of

future national R2R activities. The new Commissioner of Education has recently appointed the National Director of Right to Read as chairman of a Back to Basics Task Force which will have as one of the main focuses reading achievement. Second, several minimal competencies bills currently before the State Legislature call for performance based evidence for continued state support. Besides these somewhat external factors, student achievement data could provide local directors with another method of measuring their own impact and success. Such data woul nicely complement their own impressions. For these reasons, the collection of student achievement data could serve a number of valuable functions.

Finally, the Roosevelt staff expresses its gratitude to those who gave their willing assitance in the accomplishment of this evaluation. At all times the state staff, in particular, Ms. Carolyn Farrar, was extremely willing and facilitative of whatever requests were made. The Roosevelt staff invites the Illinois Office of Education personnel, the state R2R staff, local project directors and concerned citizens to comment on this report.

APPENDIX A

RIGHT TO READ MONITORING INSTRUMENT

AND USERS'S MANUAL

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Program Planning and Development
100 North First Street
Springfield, Illinois 62777

REPORT OF PROGRESS OF LOCAL RIGHT TO READ PROJECTS IN ILLINOIS

Date _____

PROJECT CODE	PROJECT DIRECTOR	OBJECTIVE START NUMBER				
		1	2	3	4	5

OBJECTIVE 01

A Right to Read Advisory Council and any needed Task Forces will be established, and these bodies will be coordinating all local literacy efforts.

Estimated Completion Date _____

ACTIVITY CODE	STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
			Activity Completed	Activity In Progress	Activity Not Started
1.1.1.	A. Define "community" to be served by the local Right to Read effort (classroom, school, entire town or city).		3	2	1
1.1.2.	B. Compile a list of organizations and/or population segments representative of the community to serve on the Council.		3	2	1
1.3.1.	C. Contact an officer or other influential person in each of the organizations and population segments and request nominations.		3	2	1
1.3.2.	D. Obtain a vita from each person nominated for the Council.		3	2	1
1.5.1.	E. Obtain approval of the initial nominations and final Advisory Council membership list from the governing body of the local education agency.		3	2	1
1.5.2.	F. Inform all members of their appointment to the Council and the time and place of the first meeting.		3	2	1
1.5.3	G. Disseminate the membership list to the mass media.		3	2	1
1.5.4.	H. Plan and conduct the first meeting of the Advisory Council.		3	2	1
1.5.5	I. Disseminate the minutes of the first meeting to the governing body and the public.		3	2	1
1.5.6	J. Plan and conduct the second meeting of the Advisory Council.		3	2	1
1.3.3.	K. Elect Advisory Council officer(s).		3	2	1
1.1.3.	L. Select priority objectives and activities for the first year the Council is in existence.		3	2	1
1.3.4	M. Organize Task Forces to help complete the objectives.		3	2	1
1.1.4.	N. Develop a plan outlining the Advisory Council activities during the second year.		3	2	1
1.5.7.	O. Plan and conduct subsequent Advisory Council and Task Force meetings.		3	2	1
1.6.1.	P. Report progress regularly to the Illinois Office of Education, the governing board and the general population served by the Advisory Council.		3	2	1

Project Code

OBJECTIVE START NUMBER				
1	2	3	4	5

OBJECTIVE 02

An assessment of existing literacy needs and resources will be completed.

Estimated Completion Date _____

ACTIVITY CODE	STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
			Activity Completed	Activity In Progress	Activity Not Started
2.1.1.	A. Define the "community" to be served.		3	2	1
2.3.1.	B. Assign responsibilities for those involved in completing assessment.		3	2	1
2.1.2.	C. Establish guidelines for the kinds of information to be obtained in the assessment.		3	2	1
2.1.3.	D. Specify the segment(s) of the population to be assessed.		3	2	1
2.1.4.	E. Select the method(s) to be used in the assessment.		3	2	1
2.6.1.	F. Design the necessary survey instrument(s).		3	2	1
2.4.1.	G. Field test the survey items for validity.		3	2	1
2.5.1.	H. Announce the assessment effort to those who will be involved in it.		3	2	1
2.4.2.	I. Conduct the needs assessment survey and compile results.		3	2	1
2.4.3.	J. Conduct the resources assessment survey and compile results.		3	2	1
2.6.2.	K. Write a report of the inventory of literacy needs.		3	2	1
2.6.3.	L. Write a report of the inventory of literacy resources.		3	2	1
2.6.4.	M. Write an interpretive summary describing the needs and resources of the community.		3	2	1
2.5.2.	N. Disseminate the interpretive summary to the community.		3	2	1

OBJECTIVE START NUMBER				
1	2	3	4	5

Project Code

OBJECTIVE 03

A long range local Right to Read program plan will be developed and implemented upon the results of the assessment. Estimated Completion Date _____

ACTIVITY CODE	STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
			Activity Completed	Activity In Progress	Activity Not Started
3.6.1.	A. From interpretive summary, identify duplication of effort and gaps in service presently being provided.		3	2	1
3.1.1.	B. Develop objectives to be accomplished in the local Right to Read program.		3	2	1
3.1.2.	C. Identify constraints in accomplishing the objectives.		3	2	1
3.1.3.	D. Pinpoint alternative solutions to the accomplishment of each objective and select most appropriate solution based upon constraints.		3	2	1
3.1.4	E. Develop an Implementation Plan for the local Right to Read program.		3	2	1
3.4.1.	F. Implement the Plan.		3	2	1
3.6.2.	G. Evaluate how well the objectives were accomplished.		3	2	1
3.1.5	H. Modify the Plan.		3	2	1

OBJECTIVE START NUMBER				
1	2	3	4	5

Project Code

OBJECTIVE 04

A publicity network for providing information on Right to Read activities will be established and functioning. Estimated Completion Date _____

ACTIVITY CODE	STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
			Activity Completed	Activity In Progress	Activity Not Started
4.3.1.	A. Identify a Task Force for information dissemination.		3	2	1
4.4.1.	B. Identify possible vehicles for publicity in your community, such as radio, TV, newspapers, newsletters, Speakers Bureau, civic organizations, etc.		3	2	1
4.1.1.	C. Determine type of information to be disseminated.		3	2	1
4.1.2.	D. Prepare spot announcements, slide/tape presentation, etc.		3	2	1
4.5.1.	E. Schedule frequent dissemination activities (concise news releases) and presentations.		3	2	1
4.5.2.	F. Act as a promotion agent for all Right to Read activities - seek out new and creative ways to promote Right to Read.		3	2	1

Project Code

OBJECTIVE START NUMBER				
1	2	3	4	5

OBJECTIVE 05

Available community resources will be tapped to support the local Right to Read Effort. Estimated Completion Date _____

ACTIVITY CODE		STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
				Activity Completed	Activity In Progress	Activity Not Started
5.4.1.	A.	Take an inventory of existing human, material and financial resources that could contribute to a literacy effort.		3	2	1
5.5.1.	B.	Publicize the many ways the local Right to Read programs could be improved or expanded through the creative use of community resources: **Suggestion:** Give presentations at meetings of service and civic organizations describing Right to Read.		3	2	1
5.5.2.	C.	Speak individually with decision makers in business and industry to discuss their possible contribution(s) to the literacy effort. Persuade people from a variety of population segments.		3	2	1
5.1.1.	D.	Plan literacy activities sponsored in part or entirely by business and industry.		3	2	1
5.5.3.	E.	Facilitate the planned activities (i.e. released time for employees to receive instruction in literacy skills, reading tutoring conducted on the business site, production of materials to help employees learn skills needed on the job).		3	2	1
5.4.2.	F.	Suggest ways the public library could broaden its services to help meet literacy needs in the community.		3	2	1
5.5.4.	G.	Coordinate existing and newly formed literacy efforts sponsored by people, organizations or agencies in the community through the local Right to Read Advisory Council or a Task Force of the Council.		3	2	1
5.5.5.	H.	Disseminate information about the contributions various community members are making to the local Right to Read effort.		3	2	1

Project Code _____

OBJECTIVE START NUMBER				
1	2	3	4	5

OBJECTIVE 06

The day-to-day organizational responsibilities of coordinating a local Right to Read effort will have been completed.

NOTE: The activities listed below are ongoing. A check in the "activity completed" column indicates that activity has occurred at least once. It is understood that these activities will continue to be "completed" throughout the year.

Estimated Completion Date _____

ACTIVITY CODE	STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
			Activity Completed	Activity In Progress	Activity Not Started
6.5.1.	A. Respond to individual requests from people in the community for assistance in literacy-related matters.		3	2	1
6.6.1.	B. Monitor the progress of all Right to Read efforts (special programs, Advisory Council and Task Force activities, information dissemination).		3	2	1
6.6.2.	C. Keep records of statistical data and other information.		3	2	1
6.6.3.	D. Report progress of local efforts to the Illinois Office of Education.		3	2	1
6.6.4.	E. Document activities and accomplishments thoroughly for Illinois Office of Education files.		3	2	1
6.6.5.	F. Report occasionally to administrators regarding Right to Read program development.		3	2	1
6.2.1.	G. Attend follow-up inservice sessions for local Right to Read directors sponsored by the Illinois Office of Education.		3	2	1

Project Code

OBJECTIVE START NUMBER				
1	2	3	4	5

OBJECTIVE 07

A staff development (inservice) program in literacy for faculty members will be planned and implemented. Estimated Completion Date _____

ACTIVITY CODE	STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
			Activity Completed	Activity In Progress	Activity Not Started
7.5.1.	A. Approach district administrators with proposal for conducting inservice sessions in an effort to seek support, suggestions and approval for such an activity.		3	2	1
7.4.1.	B. Prepare and conduct survey to define perceived needs of teachers.		3	2	1
7.1.1.	C. Establish goals and objectives based on identified needs.		3	2	1
7.4.2.	D. Identify resources available to be used in the program. (This includes expertise and materials within the district, as well as without).		3	2	1
7.1.2.	E. Select activities to achieve objectives.		3	2	1
7.1.3.	F. Prepare agendas, develop environment, and schedule sessions.		3	2	1
7.5.2.	G. Announce program.		3	2	1
7.1.4.	H. Collect materials, supplies, audio visual equipment needed including extra bulbs, extension cords, adapters, etc.		3	2	1
7.6.1.	I. Prepare evaluation instrument for effectiveness of workshop.		3	2	1
7.2.1.	J. Conduct workshop.		3	2	1
7.6.2.	K. Evaluate results.		3	2	1
7.5.3.	L. Outline follow-up activities.		3	2	1

Project Code

OBJECTIVE START NUMBER				
1	2	3	4	5

OBJECTIVE 08

A parental education program for people with preschoolers or children in school will be held.

Estimated Completion Date _____

ACTIVITY CODE		STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
				Activity Completed	Activity In Progress	Activity Not Started
8.4.1.	A.	Survey all existing educational efforts to uncover types and frequency of existing parental education programs.		3	2	1
8.4.2.	B.	Measure parents' interest in finding out how they can reinforce reading and literacy in the home.		3	2	1
8.1.1.	C.	Plan a series of activities for the parents and include the format to be used (newsletters, PTA meetings, radio, etc.)		3	2	1
8.1.2.	D.	Select the location(s) where a parental education program will be developed.		3	2	1
8.5.1.	E.	Disseminate information about the services available to parents.		3	2	1
8.4.3.	F.	Conduct the parental education activities.		3	2	1
8.6.1.	G.	Evaluate the effectiveness of the parental education program.		3	2	1
8.1.3.	H.	Make plans to expand, continue or abolish the program in the future.		3	2	1

OBJECTIVE START NUMBER				
1	2	3	4	5

Project Code

OBJECTIVE 09

An adult reading program for teaching basic reading skills will be functioning.

Estimated Completion Date _____

ACTIVITY CODE		STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
				Activity Completed	Activity In Progress	Activity Not Started
9.4.1.	A.	Identify adult education programs currently operating in the community (such as Adult Basic Education Classes, Community Colleges, Laubach Tutor Programs, Literacy Volunteers of America, tutor programs, etc.) and other resources available such as locations, materials, expertise.		3	2	1
9.5.1.	B.	Coordinate efforts of existing programs.		3	2	1
9.6.1.	C.	Identify, if possible, any gaps in service provided.		3	2	1
9.6.2.	D.	If a program is needed, determine type of adult basic reading program suitable for your community: 1) Supplemental to an established program. 2) A volunteer tutor program. 3) A formal A.B.E. program. (funded)		3	2	1
9.4.2.	E.	Implement the selected program.		3	2	1

OBJECTIVE START NUMBER				
1	2	3	4	5

Project Code

OBJECTIVE 10

Preschool programs with readiness activities that are coordinated with the kindergarten program in the local district will be organized.

Estimated Completion Date _____

ACTIVITY CODE	STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
			Activity Completed	Activity In Progress	Activity Not Started
10.4.1.	A. Survey the learning activities offered students and parents in currently operating preschool programs.		3	2	1
10.4.2.	B. Report an inventory of all resources that might be used to improve existing preschool programs or establish new ones.		3	2	1
10.4.3.	C. Determine if there are preschoolers for whom a program is needed or desirable but not available.		3	2	1
10.5.1.	D. Find out if teachers in currently operating preschool programs would be interested in attending inservice sessions on readiness and literacy.		3	2	1
10.5.2.	E. Develop a communication link between each preschool program and the kindergarten classes where their students enroll.		3	2	1
10.6.1.	F. Report the services that the school district or other educational program could provide in 1) offering readiness activities for preschoolers before they reach kindergarten; 2) offering a screening program for preschoolers to measure their level of development; 3) conducting parental education programs on how they can teach pre-reading skills at home.		3	2	1
10.4.4.	G. Select services that could be provided by one or more local education agencies.		3	2	1
10.5.3.	H. Disseminate information about new services or programs.		3	2	1
10.1.1.	I. Plan programs to provide these services.		3	2	1
10.4.5.	J. Conduct the programs.		3	2	1
10.6.2.	K. Report the accomplishment of program activities.		3	2	1
10.1.2.	L. Suggest further modifications.		3	2	1

Project Code

OBJECTIVE START NUMBER				

OBJECTIVE 11 - Pre-School

A program for training volunteers will be established.

Estimated Completion Date _____

ACTIVITY CODE		STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
				Activity Completed	Activity In Progress	Activity Not Started
11.5.1.	A.	Seek and obtain Advisory Council and administrative support and recommendations for establishment of volunteer program.		3	2	1
11.3.1.	B.	Select a coordinator for the program.		3	2	1
11.4.1.	C.	Survey concerned personnel to determine if they would be interested in working with volunteers and what services are needed.		3	2	1
11.1.1.	D.	Select the location(s) for the pilot volunteer project(s). (NOTE: The volunteer program could be incorporated into an existing educational program or established as a separate, independent effort such as the Laubach and Literacy Volunteers of America adult tutoring programs)		3	2	1
11.5.2.	E.	Disseminate information about the volunteer program to community members who might be interested in participating.		3	2	1
11.5.3.	F.	Outline an application procedure.		3	2	1
11.5.4.	G.	Screen all applicants.		3	2	1
11.5.5.	H.	Select those best suited to provide the volunteer services needed.		3	2	1
11.1.2.	I.	Plan a training program for the volunteers.		3	2	1
11.1.3.	J.	Select the site and dates for the training sessions.		3	2	1
11.3.2.	K.	Choose resource people to help conduct the training.		3	2	1
11.1.4.	L.	Purchase or develop materials to be used in the training sessions.		3	2	1
11.2.1.	M.	Conduct the training for the volunteers.		3	2	1
11.1.5.	N.	Plan an inservice training session for staff who will be working with the volunteers.		3	2	1
11.2.2.	O.	Conduct the inservice program for staff.		3	2	1
11.5.6.	P.	Schedule when, where and with whom the volunteers will be working.		3	2	1

OBJECTIVE 11 (Continued)

ACTIVITY CODE	STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
			Activity Completed	Activity In Progress	Activity Not Started
11.5.7.	Q. Develop and disseminate checklists to monitor progress made by the volunteers.		3	2	1
11.6.1.	R. Evaluate the effectiveness of the volunteer effort.		3	2	1
11.5.8.	S. Recognize the contribution made by the volunteers.		3	2	1
11.5.9.	T. Disseminate evaluation of volunteer effort to community.		3	2	1
11.1.6.	U. Modify the strategy for future volunteer programs if necessary.		3	2	1

Project Code

OBJECTIVE START NUMBER				
1	2	3	4	5

OBJECTIVE 12 - In-School (K-12)

A program for training volunteers will be established.

Estimated Completion Date _____

ACTIVITY CODE	STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
			Activity Completed	Activity In Progress	Activity Not Started
12.5.1.	A. Seek and obtain Advisory Council and administrative support and recommendations for establishment of volunteer program.		3	2	1
12.3.1.	B. Select a coordinator for the program.		3	2	1
12.4.1.	C. Survey concerned personnel to determine if they would be interested in working with volunteers and what services are needed.		3	2	1
12.1.1.	D. Select the location(s) for the pilot volunteer project(s). (NOTE: The volunteer program could be incorporated into an existing educational program or established as a separate, independent effort such as the Laubach and Literacy Volunteers of America adult tutoring programs)		3	2	1
12.5.2.	E. Disseminate information about the volunteer program to community members who might be interested in participating.		3	2	1
12.5.3.	F. Outline an application procedure.		3	2	1
12.5.4.	G. Screen all applicants.		3	2	1
12.5.5.	H. Select those best suited to provide the volunteer services needed.		3	2	1
12.1.2.	I. Plan a training program for the volunteers.		3	2	1
12.1.3.	J. Select the site and dates for the training sessions.		3	2	1
12.3.2.	K. Choose resource people to help conduct the training.		3	2	1
12.1.4.	L. Purchase or develop materials to be used in the training sessions.		3	2	1
12.2.1.	M. Conduct the training for the volunteers.		3	2	1
12.1.5.	N. Plan an inservice training session for staff who will be working with the volunteers.		3	2	1
12.2.2.	O. Conduct the inservice program for staff.		3	2	1
12.5.6.	P. Schedule when, where and with whom the volunteers will be working.		3	2	1

OBJECTIVE 12 (Continued)					
ACTIVITY CODE	STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
			Activity Completed	Activity In Progress	Activity Not Started
12.5.7.	Q. Develop and disseminate checklists to monitor progress made by the volunteers.		3	2	1
12.6.1.	R. Evaluate the effectiveness of the volunteer effort.		3	2	1
12.5.9.	S. Recognize the contribution made by the volunteers.		3	2	1
12.1.6.	T. Disseminate evaluation of volunteer effort to community.		3	2	1
12.1.6.	U. Modify the strategy for future volunteer programs if necessary.		3	2	1

Project Code

OBJECTIVE START NUMBER				
1	2	3	4	5

OBJECTIVE 13 - Adult

A program for training volunteers will be established.

Estimated Completion Date _____

ACTIVITY CODE		STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
				Activity Completed	Activity In Progress	Activity Not Started
13.5.1.	A.	Seek and obtain Advisory Council and administrative support and recommendations for establishment of volunteer program.		3	2	1
13.3.1.	B.	Select a coordinator for the program.		3	2	1
13.4.1.	C.	Survey concerned personnel to determine if they would be interested in working with volunteers and what services are needed.		3	2	1
13.1.1.	D.	Select the location(s) for the pilot volunteer project(s) (NOTE: The volunteer program could be incorporated into an existing educational program or established as a separate, independent effort such as the Laubach and Literacy Volunteers of America adult tutoring programs)		3	2	1
13.5.2.	E.	Disseminate information about the volunteer program to community members who might be interested in participating.		3	2	1
13.5.3.	F.	Outline an application procedure.		3	2	1
13.5.4.	G.	Screen all applicants.		3	2	1
13.5.5.	H.	Select those best suited to provide the volunteer services needed.		3	2	1
13.1.2.	I.	Plan a training program for the volunteers.		3	2	1
13.1.3.	J.	Select the site and dates for the training sessions.		3	2	1
13.3.2	K.	Choose resource people to help conduct the training.		3	2	1
13.1.4.	L.	Purchase or develop materials to be used in the training sessions.		3	2	1
13.2.1.	M.	Conduct the training for the volunteers.		3	2	1
13.1.5.	N.	Plan an inservice training session for staff who will be working with the volunteers.		3	2	1
13.2.2.	O.	Conduct the inservice program for staff.		3	2	1
13.5.6.	P.	Schedule when, where and with whom the volunteers will be working.		3	2	1

OBJECTIVE 13 (Continued)

ACTIVITY CODE	STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
			Activity Completed	Activity In Progress	Activity Not Started
13.5.7.	Q. Develop and disseminate checklists to monitor progress made by the volunteers.		3	2	1
13.6.1.	R. Evaluate the effectiveness of the volunteer effort.		3	2	1
13.5.8.	S. Recognize the contribution made by the volunteers.		3	2	1
13.5.9.	T. Disseminate evaluation of volunteer effort to community.		3	2	1
13.1.6.	U. Modify the strategy for future volunteer programs if necessary.		3	2	1

OBJECTIVE START NUMBER				
1	2	3	4	5

Project Code

OBJECTIVE 14

Proposal(s) to obtain local, state or federal resources to implement Right to Read activities in the community will be written. Estimated Completion Date _____

ACTIVITY CODE	STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
			Activity Completed	Activity In Progress	Activity Not Started
14.6.1.	A. Enumerate the kinds of literacy programs that should be established in your community if resources were available.		3	2	1
14.5.1.	B. Find out what kinds of financial and/or technical assistance can be obtained from sources at the federal, state and local levels.		3	2	1
14.5.2.	C. Obtain funding guidelines, evaluative criteria and regulations for grant programs.		3	2	1
14.5.3.	D. Determine whether or not proposal guidelines are complementary to the kinds of programs that are needed.		3	2	1
14.5.4.	E. If so, select a representative group of people to help write the proposal.		3	2	1
14.5.5.	F. Work closely with administrators, soliciting their continuous feedback and offering suggestions about dimensions of the proposal.		3	2	1
14.5.6.	G. Prepare the final proposal.		3	2	1
14.5.7.	H. Obtain backing for the proposal wherever possible.		3	2	1
14.5.8.	I. Submit the proposal.		3	2	1
14.1.1.	J. If funds or other resources are awarded, begin more extensive program planning and implementation activities.		3	2	1
14.5.9.	K. Publicize the fact that special resources were allocated to the local Right to Read effort.		3	2	1

OBJECTIVE START NUMBER				
1	2	3	4	5

Project Code

OBJECTIVE 15

Special reading and literacy activities in the local Right to Read director's own classroom will be completed. Expected Completion Date _____

ACTIVITY CODE		STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
				Activity Completed	Activity In Progress	Activity Not Started
15.4.1.	A.	Do a thorough assessment of each student's achievement of reading and communication skills.		3	2	1
15.4.2.	B.	Become familiar with all of the school and community resources that could help expand literacy opportunities in the classroom.		3	2	1
15.1.1.	C.	Plan an individualized program that meets the needs of each student through the creative use of existing resources. You might: 1. Use senior citizens or other volunteers from the community to do tutoring. 2. Organize a peer tutoring program. 3. Arrange story hours, special research or recreational reading projects, materials production activities in cooperation with the school media center. 4. Plan field trips to the public library, newspaper office, radio and TV stations and other communication centers.		3	2	1
15.2.1.	D.	Work with other teachers on interdisciplinary projects, reading in the content areas, etc.		3	2	1
15.1.2.	E.	Schedule special learning activities for the parents of the students in your classroom to underscore how they can reinforce reading in the home. These activities could be: 1. One-to-one conferences with parents to discuss their child's progress. 2. After-school or evening small-group sessions to share ideas on how parents can help their child learn to read. 3. Pot luck dinners followed by a program that focuses on reading and literacy.		3	2	1
15.5.1.	F.	Share your ideas with other faculty members.		3	2	1

OBJECTIVE START NUMBER				
1	2	3	4	5

Project Code

OBJECTIVE 16

The media program in Right to Read schools will function as an integral part of the literacy effort. Estimated Completion Date _____

ACTIVITY CODE	STATEMENT OF ACTIVITY	EXPECTED COMPLETION DATE OF ACTIVITY	CIRCLE ONE		
			Activity Completed	Activity In Progress	Activity Not Started
16.4.1.	A. Take an inventory of the services presently being provided by the library or media center in Right to Read schools.		3	2	1
16.5.1.	B. Disseminate information to all faculty and students about existing services.		3	2	1
16.4.2.	C. Survey faculty and student informational needs to determine if media services should be expanded.		3	2	1
16.1.1.	D. Develop strategies for offering additional media services. (NOTE: Activities might be keeping the media center open after school and on weekends, producing instructional materials upon request, expanding the materials collection in one subject area or another or conducting story hours).		3	2	1
16.4.3.	E. Implement the new plan of activities.		3	2	1
16.6.1.	F. Evaluate the effectiveness of school media.		3	2	1
16.1.2.	G. Modify, expand or continue services to the media program.		3	2	1

DEMOGRAPHIC REPORT ON INDIVIDUALS AND INSTITUTIONS INVOLVED IN PROJECT

PROJECT CODE	NAME OF PROJECT DIRECTOR	PROJECT LOCATION	DATE

INDIVIDUALS	CODE	NUMBER OF INDIVIDUALS INVOLVED	PLANNING	FORMAL TRAINING	STAFFING ASSIGNMENT	FIELD BASED ACTIVITIES	MANAGEMENT AND COORDINATION	EVALUATION AND ASSESSMENT
Professional Staff	A1		1/	2/	3/	4/	5/	6/
Administrators	B2		1/	2/	3/	4/	5/	6/
Local Project Director	C3		1/	2/	3/	4/	5/	6/
Teachers	D4		1/	2/	3/	4/	5/	6/
Community	E5		1/	2/	3/	4/	5/	6/
Paraprofessional Staff	F6		1/	2/	3/	4/	5/	6/
Paid Staff	G7		1/	2/	3/	4/	5/	6/
Volunteers	H8		1/	2/	3/	4/	5/	6/
Tutors	I9		1/	2/	3/	4/	5/	6/
Peer Tutors	J1		1/	2/	3/	4/	5/	6/
Advisory Council Members	K2		1/	2/	3/	4/	5/	6/
Task Force Members	L3		1/	2/	3/	4/	5/	6/
Other	M4		1/	2/	3/	4/	5/	6/

PROJECT CODE	NAME OF DIRECTOR		PROJECT LOCATION				DATE
INSTITUTIONS	CODE	NO. OF INDIVIDUALS IN INSTITUTION PARTICIPATING IN R2R	PLANNING	FORMAL TRAINING	STAFFING ASSIGNMENT	FIELD BASED ACTIVITIES	MANAGEMENT AND ORGANIZATION	ASSESSMENT AND EVALUATION
Board of Education	1A		1/	2/	3/	4/	5/	6/
School District Administration	2B		1/	2/	3/	4/	5/	6/
Pre-School (students)	3C		1/	2/	3/	4/	5/	6/
Elementary (students)	4D		1/	2/	3/	4/	5/	6/
Jr. High (students)	5E		1/	2/	3/	4/	5/	6/
Secondary (students)	6F		1/	2/	3/	4/	5/	6/
Special Client Groups	7G		1/	2/	3/	4/	5/	6/
College or University Department	8H		1/	2/	3/	4/	5/	6/
Jr. or Community College	9I		1/	2/	3/	4/	5/	6/
Community Center	1J		1/	2/	3/	4/	5/	6/
Churches	2K		1/	2/	3/	4/	5/	6/
Public Library	3L		1/	2/	3/	4/	5/	6/
Industry	4M		1/	2/	3/	4/	5/	6/
Mass Media	5N		1/	2/	3/	4/	5/	6/
Adult Dev. Agencies	6O		1/	2/	3/	4/	5/	6/
Correctional Institutions	7P		1/	2/	3/	4/	5/	6/
Universities	8Q		1/	2/	3/	4/	5/	6/

State Board of Education
Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education
100 North First Street
Springfield, Illinois 62777

Monitoring Procedures for Local Right to Read Projects

The Discrepancy Evaluation Model: An Overview

For efficient monitoring of local R2R projects, a model of evaluation had to be selected which organized a large variety of program variables into a system that could be easily utilized and understood by both State Staff and local directors. The Discrepancy Evaluation Model (DEM)[1] was judged to satisfy these general criteria and was chosen as the model upon which a monitoring system for future R2R Projects was to be developed. What follows is a description of the framework of ideas on which the DEM is based and the general way in which it will be used with R2R Projects.

Components of the Model

The DEM posits that the basic componenets of projects of action are the activities to be accomplished and the individuals and institutions involved in these activities. It proposes further that individuals will change in some measurable way as a result of these activities. The DEM assumes that projects have not emerged without some degree of planning and that this planning activity has been conducted for the express purpose of reaching some stated objectives. When individuals involved in the project adequately perform the planned activities and reach their intended gaols, they accomplish what they initially proposed ought to have been accomplished. To the extent that proposed activities and objectives are

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[1]Provus, Malcolm, Discrepancy Evaluation, California: McCutchan Publishing Corporation, 1971.

not fulfilled as originally intended, there exists a discrepancy between what outght to have been accomplished and what in reality was accomplished. It is this difference - between real accomplishments and those orginally intended (the oughts) - that defines the discrepancy for this model of evaluation.

Requirements for Application: Input and Output

In utilizing this model for monitoring local R2R projects, it is required that local R2R directors submit information concerning the intended activities and objectives to be accomplished, a list of the individuals and institutions participating, and a time frame for completion of these events. Periodic reports to the State R2R Staff of progress towards completion of stated objectives are then compared to the initial intentions as outlined in the submitted plans. From these comparisons the State R2R Staff can evaluate the progress of individual projects relative to stated intentions as well as evaluate relative progress of the projects statewide.

An additional function of the DEM is to describe the ways in which project participants as a group have changed over time as a result of the activities performed. The changes described by the DEM constitute increases in knowledge and skills and changes in the attitudes and relations of the project participants. Each activity that is chosen by local directors is identified as primarily involving one of these kinds of changes. The progress status of each activity as reported by directors provides the basis upon which a change in knowledge, skills, attitudes, or relations is determined.

Summary

The Discrepancy Evaluation Model enables a monitoring agency (the State Staff) to judge the progress of individual local projects through comparison of real accomplishments with intended accomplishments. Such measures of discrepancy can then be collectively interpreted and compared across all projects or groups of projects. In addition, estimations of change with respect to knowledge, skills, attitudes, and relations can be made for individual projects or for projects as a whole.

The R2R Evaluation Instrument: Development and Utilization

In order to monitor R2R local projects using the DEM, an instrument was developed to be utilized by local directors for planning their projects and reporting progress. A copy of this instrument has been included at the end of this packet, and it may be helpful to refer to it while reading the following sections.

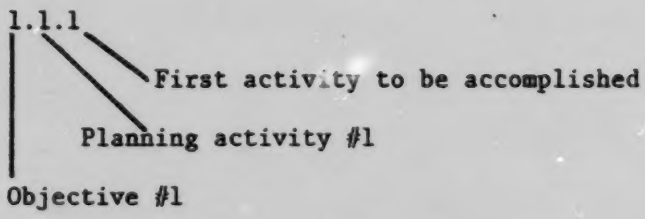
Development of the Instrument

The following explanation outlines the procedures undertaken in the construction of the instrument and explains the meanings of its various parts. Prior to designing the instrument, four separate classification lists were constructed and coded. The first listed all the activities of R2R projects and divided the activities into one of six major elements (categories). These six elements are: 1) Planning, 2) Formal Training, 3) Staffing Arrangements, 4) Field Based Activities, 5) Management and Coordination, and 6) Evaluation. Under such classification, every activity became a sub-element under one of the six elements, and each was assigned a code number (1 - 6) designating the kind of activity it was. Each activity was then assigned an additional code number indicating the sequence in which

the activity was to be undertaken. For example, Objective #1 requires sixteen activities which can be categorized under the major elements of Planning, Staffing, Management, and Evaluation. Therefore, each activity was assigned numbers 1, 3, 5, or 6. An additional number from 1 to 16 was assigned indicating the order in which the activities were to be accomplished.

To distinguish the activities for one objective from the activities of another, each activity was assigned one more number; the number of the objective it belonged under. For R2R projects there are a total of sixteen objectives. Consequently, each activity received a third number code (1 - 16).

Summarizing, the coding system used for the classification of activities involves three separate classifications for each activity: the objective the activity pertains to (1 - 16), the kind of activity it is (1 - 6), and the order in which it is to be performed (1 - 16 for Objective #1, 1 - 14 for Objective #2, etc.) The entire code for the first activity of Objective #1 therefore appears as follows:



The activities and their codes appear on pages 1 to 17 on the instrument with the above codes in the left hand column.

The second classification list to be constructed was composed of the individuals who may be involved in R2R projects. The individuals were simply listed and given a code comprised of a letter and a number (page 18 of instrument). A similar third classification list was constructed of the institutions which may be involved. Each institution was also given a code number and letter, but the sequence of the letter and number was reversed from that of the list of institutions (page 19 of the instrument).

The fourth classication list identifies the change variables which are associated with the activities. It will be remembered that a change variable indicates the condiction that a particular activity seeks to change, and the variables under consideration represent changes in knowledge, skills, attitudes, or relations. In the monitoring of local projects, the State R2R Staff would want to determine the knowledge, skills, attitudes, or relations resulting from performance of the activities. To facilitate the gathering of such information, each change variable was listed and given both a letter and number code. The letter indicates the major classification of knowledge (K), skills (S), attitudes (A), or relations (R), and the number indicates the kind of knowledge, skill, attitude, or relation as identified in the classification list of change variables. These codes do not appear on the instrument itself since project directors will not need to deal with them. They are contained in the computer program, however, which compiles the project data, and change variables information will appear on computer printouts for the State Staff.

How to Use the Instrument

The instrument is to be used basically in two ways: as an aid to project planning and as a monitoring device. At the training session, directors will receive copies of the instrument. After becoming quite familiar with all its aspects, they will engage in the planning of their project or will report the previously determined plan by circling those objectives and activities on the instrument which they intend to accomplish. In addition, they will fill in the estimated time of completion of objectives in the space at the end of each objective.

The last two pages of the instrument comprise the listings of type and number of individuals and institutions involved in the local project. Besides reporting on these pages the number of individuals and institutions, directors will also show the major activities that the individuals and institutions will be involved in by placing checks in the appropriate columns labeled planning, formal training, etc.

The instruments containing the circled objectives and the itemization of the type and number of individuals and institutions constitute the directors' project plans will be due from all directors either at the end of the training session or shortly following its conclusion (to be determined by the University and State R2R Staff).

It must be made clear to directors that the first seven objectives and their activities are to be completed by all project directors. The remaining nine objectives and included activities are optional, and directors are free to choose among these for inclusion in their project.

For the monitoring function, directors will receive by mail the same forms (or copies) they have filled out containing the objectives they have circled. They will be instructed to then circle the numbers 3, 2, or 1 in the three columns at the right of the instrument indicating the status

of completion of the activities under each required and chosen objective. Once the numbers have been circled for each activity originally chosen to be accomplished, the completed instrument will be mailed back to the State R2R Staff for computer analysis. This reporting procedure will be repeated throughout the year, the number of times to be determined by the State R2R Staff.

Detailed Instructions for Completing the Instrument

Certain specific details concerning use of the instrument must be outlined at this point. At the top - left of each page of the instrument, there is a space for Project Code. The project code is a 5 digit code. The second digit is simply the number of the training session attended. For Fall, 1975, this will be number 3, and all directors in the same training session will have the same number 3 for their first digit. The first digit equals the number of the geographic region that directors are from; either region 1, 2, or 3. The last three digits are the first three letters of the name of the town directors are from.

On the upper right hand corner of the instrument, project directors fill in their name, and then below it they circle one of the numbers in the five boxes. The number 1 is selected in most cases for this reveals that directors are starting on the particular objective for the first time. If in the future they were to do this objective a second time, or were to drop it and restart again later, they should circle the number in the second box. If started a third time, they would circle the number in the third box and so on. For the computer analysis, it is extremely important that this number is circled. The computer will interpret the completion status of the activities according to what number is circled above.

For the 11th objective (page 12 of the instrument) directors who choose this objective will have to indicate the level of operation of their volunteer program: preschool, in-school, or adult. If they choose more than one level, they will evaluate the completion status of activities as they pertain to all levels separately. A separate sheet of activities will have to be used for each level of operation. The State R2R Staff wants to evaluate the volunteer program in general, but wants also to determine the number of volunteer programs being conducted at the various levels.

Finally, for the last two pages of the instrument, directors will have to determine which individuals and institutions are involved in planning, formal training, staffing, field based activities, management and coordination, and evaluation. To make this determination consistent among directors, these six categories have been defined including examples for clarification. Directors should categorize their personnel's activities according to the way they fit these definitions.

It is understandable that individuals may be involved in more than one major activity. For this reason, it is not expected that the numbers of individuals involved as shown in the first column will equal the number of individuals added across the six other columns. If an individual is involved in more than one major activity, he should simply be included again in the appropriate columns. The definitions of the six major categories follows this section.

APPENDIX B

INTERVIEW QUESTIONS FOR R2R MODEL AND RANDOMLY SELECTED PROJECTS

Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60605

College of Education

September 29, 1977

Dear

As you probably know, "Right to Read in Illinois" is presently undergoing an evaluation of projects statewide by staff of the Research and Development Center of Roosevelt University in Chicago. As part of the evaluation, a sample of projects have been selected for a telephone interview for the purpose of gathering additional information.

This letter is to inform you that your project has been selected for an interview and that you as project director will be receiving a call within one week to discuss your project or to set up a more convenient time for the interview. We expect that the interview will take about ½ hour to complete. The questions are general and will require no preparation on your part for answering them. Your cooperation in providing this information will be most appreciated, and we look forward to talking with you. Thank you very much.

Sincerely yours,

George Olson

George E. Olson

Donald Cichon

Henrietta Schwartz

GEO/jij

Interview questions: R2R Model and Randomly Selected Projects (1977)

1) How many members do you have on your Advisory Council, and how many meetings have you had in the last 5 months? Have you kept minutes of these meetings?

2) To whom did you give the results of your needs assessment of existing literacy needs and resources? Is a copy of needs assessment on file with I.O.E? What was your greatest needs as identified from your needs assessment?

3) Have you found it necessary to modify your long range plan, and if so, what were some of the modifications?

4) What is the most common way you disseminate information concerning your program either to members of the staff, clients, or general public?

5) What community resources have been tapped to support your program? Have they been useful?

6) How often do you send reports to the I.O.E. concerning your R2R program? Do you require that minutes be kept of all types of R2R meetings and are they now on file?

7) What kinds of inservice programs have you conducted or arranged for your R2R staff? Have you conducted any follow up activities to these workshops (or others) and if so, in what way?

8) How many parents have participated in your parent education program for preschool parents? In your opinion, has this program been successful?

9) How many adults are involved in your basic reading skills program for adults? What is the nature of the program? (Describe it briefly.)

10) Concerning your readiness activities for pre-schoolers, have you established a coordinating link to existing kindergarten programs? Have you made any significant accomplishments to date, and if so, what are they?

11) How many volunteers for your Pre-school program did you train? About what % of those trained are still involved and delivering service to the program?

12) How many volunteers for your In-school program did you train? About what % of those trained are still involved and delivering service to the program?

13) How many volunteers for your Adult program did you train? About what % of those trained are still involved and delivering service to the program?

14) Were funds awarded for any of the proposals you wrote and submitted? How many did you submit?

15) Have you been successful in involving parents in your classroom literacy activities? What are a few of your most successful activities?

16) What is the nature of the media resources in your school? Which of these have you used or developed that have proved most useful to your project?

17) How helpful was the initial training program for conducting your project?

18) What kind of services have you been receiving from the state R2R staff?

Further questions for Model Projects

1) How long have you lived in the community you serve or live in?

2) Do you belong to any professional organizations? Which ones?

3) Do you think of yourself as a reading specialist? Do you have specific training in another area?

4) Do you have an MA degree? Have you had experience in human relations, administration, program development, and dissemination activities?

5) How many years of experience have you had in elementary or secondary schools?

6) Are you currently functioning in a classroom as a teacher, or do you have some other role in a school?

7) Do you feel the administration of your district or schools is supportive of your efforts (not, somewhat, or very?)?

8) Are you located in an area where you would estimate there is a high poverty level?

APPENDIX C

ORIGINAL AND REVISED TIME LINES

FOR RIGHT TO READ ACTIVITIES

Proposed Activities and Original Completion Dates (from original proposal)

Activity	Completion Date	Documentation
1) Supervision of Computer runs: baseline data and data from first mailing.	April 30, 1977	State, regional and local project printout.
2) To provide R2R directors with status description and printout for their individual project.	June 30, 1977	Two page narrative summary of printout data.
3) Collection of qualitative data from 10 projects.	June 30, 1977	Raw data from interviews and interpretive summary (for final report).
4) Preparation of summative status description.	Sept. 30, 1977	Final Report.

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Date: June 14, 1977

MEMORANDUM

TO: Don Neeley

FROM: Carolyn Farrar CLF

SUBJECT: Timelines for Data Systems Right to Read Monitoring Instrument

1. First Instruments to go to Don Neeley to be run - July 13
2. All mailed Instruments collected - June 30
3. All Instruments collected and given to Don Neeley - July 15
4. All computer runs completed and printouts delivered to Carolyn - July 20
5. All printouts to Roosevelt University - August 1

pc/1/1

IOE 51-19 (1/75)

APPENDIX D

PROJECT BUDGET

BUDGET

March 1 - August 31, 1977

Budget Categories	State	RU	Total
I. Personnel			
1. George Olson Project Director 50% time March - August	3,564.00	-0-	3,564.00
2. Henrietta Schwartz Assistant Director 50% time June - August	4,200.00	-0-	4,200.00
3. Rita Lenertz Project Secretary 50% time April - August	1,562.50	-0-	1,562.50
	9,326.50	-0-	9,326.50
Fringe Benefits - 22.6%	2,107.80	-0-	2,107.80
	11,434.30	-0-	11,434.30
II. Consultant			
1. Donald Cichon 100 hrs. x $10.00 Computer programming	1,000.00	-0-	1,000.00
III. Expenses			
1. Report Preparation	900.00	-0-	900.00
2. Office Supplies	100.70	-0-	100.70
3. Travel	454.00	-0-	454.00
	13,889.00	-0-	13,889.00
IV. Overhead - 8%	1,111.00	-0-	1,111.00
76.2%		5,494.00	5,494.00
	15,000.00	5,494.00	20,494.00

APPENDIX E

INDIVIDUAL PROJECT REPORTS

Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60605

College of Education

(Sample Report to Directors;
computer printout not included)

Dear Right to Read Director,

Enclosed in this packet is an evaluation of your project. In the packet are a data summary entitled "Right to Read Project Report," and explanation of how to interpret the computer printout for your project, and a copy of the printout itself summarizing the information you supplied on the most recent R2R Monitoring Instrument. The information from the computer printout has been condensed and summarized more simply in table form starting on the next page. The following explains how to interpret this first summary report.

On page 1 of the summary report, average discrepancy scores have been reported for each of the seven required objectives and for those optional objectives chosen for your project. These appear in the far right hand column along with average discrepancy scores for projects statewide for all 16 objectives. Keep in mind that a higher discrepancy score indicates less success in completing an activity or objective. This is a possible source of confusion, and hence this reminder has been included. For example, a discrepancy score of "2.00" would indicate that the activity or objective had not been started while a score of "0.00" would indicate total completion. From the column displaying discrepancy scores, you can compare your project's progress in completing objectives to the average completion status of the other projects across the state. In addition, the number of activities which are completed, are still in progress, or have not begun are reported in the three adjacent columns, along with the respective percentages represented.

On the second page of the summary report, average discrepancy scores for your project are displayed, again compared to statewide averages, but in this instance they report information concerning the six elements: Planning, Formal Training, etc. All activities from all the objectives have been categorized into one of these six elements, and this enables you to determine project strengths and weaknesses in terms of the kinds of activities undertaken. The number of activities for each element is shown in the second column, and the completion status is displayed in the adjacent three columns as was done on the first page.

On the second half of page two, a brief description of your project's status with respect to the above information has been included. It highlights your individual project's strenghts and weaknesses in comparison with projects statewide.

This packet is intended to represent a concise and clear description of the progress of your project as determined by information obtained from the R2R Monitoring Instrument. A more detailed picture than is afforded by the following 2 page report can be obtained if desired by referring to the printout itself and the accompanying instructions for interpretation.

Donald Cichon

George Olson

Henrietta Schwartz

RIGHT TO READ PROJECT REPORT

Project Code 12CHIH Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	9/56%	2/13%	5/31%	0.75	0.52
Assess Literacy Needs	2	3/21%	10/71%	1/7%	0.86	0.63
Long Range Planning	3	1/13%	7/86%		0.88	0.91
Form Publicity Network	4	1/17%	2/33%	3/50%	1.33	0.80
Tap Community Resources	5	1/13%	2/25%	5/63%	1.50	1.18
Coordinate Daily Activities	6	5/71%	2/29%		0.29	0.67
Staff Development Program	7	5/42%	6/50%	1/8%	0.67	1.23
Required Objectives Totals		25/35%	31/44%	15/21%	0.86	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8	2/25%	5/63%	1/13%	0.88	1.19
Adult Reading Program	9					0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12	16/76%	1/5%	4/19%	0.43	0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15	6/100%			0.00	0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		49/46%	37/35%	20/19%	0.73	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores	
					local	state
Planning	31	14/45%	14/45%	3/10%	0.65	0.89
Formal Training	3	2/67%		1/33%	0.67	1.13
Staffing	8	4/50%	1/13%	3/38%	0.88	0.68
Field Based	14	8/57%	5/36%	1/7%	0.50	0.93
Management & Coordination	31	14/45%	6/19%	11/36%	0.90	0.96
Evaluation	16	6/38%	9/56%	1/6%	0.69	0.95

III. Summary Description:

The average discrepancy score for this project is 0.73 which is lower than the statewide average of 0.92 indicating more successful activity completion than the average of projects in the state. All of the required objectives with the exception of Selection of Advisory Council, Assessing Literacy Needs and Tapping Community Resources are more successful than the state averages. Particularly successful are the areas of Coordination of Daily Activities and Staff Development Program. Of the three optional objectives selected, all three indicate a lower discrepancy score than the statewide averages thus denoting more success in this area than the average project selecting the same optional objectives.

In summary, the project is very strong in the areas of Field Based Activities and Formal Training. A higher than the statewide average score in the area of Staffing indicates less success in this area than the average of other projects in the state.

Computer Printout Interpretation Instructions for Right To Read Projects

Every project director who fills out an R2R monitoring instrument subsequently receives a computer printout and summary report describing the status of their project. The enclosed materials constitute the descriptive report, and the next few pages explain how to interpret one part of the report, the computer printout.

On the first page of the printout for each project, the project code appears in the upper left hand corner. Just below the project code and on through the second page, the completion status and discrepancy scores are displayed for each activity of the first seven required objectives. The activities for each objective are identified by letter, and an "X" appears in the appropriate column indicating whether or not the activity has been completed, in in progress, or has not begun. The discrepancy score in the far right hand column reflects the completion status. A score of "0.00" means the activity has been completed; a score of "1.00" means it is in progress, and a score of "2.00" means it has not begun as yet.

Below the letters indicating the activities, a row entitled "TOTALS" displays the number of activities either completed, in progress or not begun; the percent of total activities this number represents; and at the far right, the mean or average discrepancy score for all activities. This last number represents the average discrepancy score for the entire objective, and it is this information from the "TOTALS" row that has been transferred to the Summary Report included earlier in this packet.

Below the first seven objectives at the bottom of the second page, the totals for all seven objectives are displayed. The figures in this row (REQUIRED OBJECTIVES TOTALS) are averaged for the seven required objectives.

The same format for reporting has been used for the optional objectives starting on the third page of the printout, and depending upon how many optional objectives were chosen by a particular project, as many as the next three pages can be taken up in the reporting of these data.

If you will follow the Activity column down the page until you complete the final optional objective chosen by your project, you will find a row entitled "ALL OBJECTIVES

TOTALS". This row reports the number and percentage of all activities which are either completed, in progress, or have not begun, and reports also the average discrepancy score for all activities. This number is a general indication of overall progress for the project.

Below the "ALL OBJECTIVES TOTALS" row, the term Planning appears. Each activity chosen by a director has been categorized as one of six different elements (see last two pages of monitoring instrument). Those activities categorized into the element of Planning appear in the second column from the left (labeled "ACTIVITY") and are indicated by their objective number and letter. (For example: 11A means objective #1, activity A. 51D means objective #5, activity D. Ignore the second number between the first number and letter since it is only used by the computer.) The completion status of activities categorized into each element has been assessed, and discrepancy scores are shown for each activity and element. As was done earlier, average discrepancy totals are shown for the required objectives and for all objectives.

Below the "ALL OBJECTIVES TOTALS" row for Planning, the labels, "PLANNING INDIVIDUALS" and "PLANNING INSTITUTIONS" are found. The information in these two rows constitutes the Type of individual (A1, B2, C3, etc. as shown in the last page of the R2R monitoring instrument) and the number of individuals fitting this category. For example, if under Type A1 there were 10 individuals, this would indicate that there were 10 individuals designated by the project director as Professional Staff, and further that these individuals were involved in some way in Planning activities.

The same format is followed for reporting information concerning institutions (both Type and Count) and this information appears directly below the "Individuals" row.

Continuing down the page, the remaining 5 elements are shown (Training, Staffing, etc.), both with the discrepancy scores and completion status for the activities and the Type and Count of individuals and institutions involved. On the last page of the printout, following the Evaluation element information, there appears an "ALL OBJECTIVES TOTALS" row summarizing the information concerning the six elements.

Below this information, the last two kinds of information are displayed. Labeled "Total Individuals" and "Total Institutions," these last two rows contain the total number of individuals and institutions involved in the project, each categorized also by Type.

RIGHT TO READ PROJECT REPORT

Project Code 12MATH Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Select Advisory Council	1	10/63%	1/6%	5/31%	0.69	0.52
Assess Literacy Needs	2	7/50%		7/50%	1.00	0.63
Long Range Planning	3	3/38%		5/63%	1.25	0.91
Form Publicity Network	4			6/100%	2.00	0.80
Tap Community Resources	5			8/100%	2.00	1.18
Coordinate Daily Activities	6	4/57%	1/14%	2/29%	0.71	0.67
Staff Development Program	7			12/100%	2.00	1.23
Required Objectives Totals		24/34%	2/3%	45/63%	1.30	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Parent Education: Preschool	8					1.19
Adult Reading Program	9					0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12	15/71%	1/5%	5/24%	0.52	0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		39/42%	3/3%	50/54%	1.12	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Planning	26	12/46%	1/4%	13/50%	1.04	0.89
Formal Training	2	1/50%		1/50%	1.00	1.13
Staffing	8	6/75%		2/25%	0.50	0.68
Field Based	9	2/22%		7/78%	1.56	0.93
Management & Coordination		11/38%		18/62%	1.24	0.96
Evaluation	15	6/40%	2/13%	7/47%	1.07	0.95

III. Summary Description:

The average discrepancy score for the project is 1.12 which is higher than the state average score of 0.92, indicating less successful activity completion than the average of projects in the state. All the required objectives are less successful than the state average objectives. #4 - Form Publicity Network, #5 - Tap Community Resources, and #7 - Staff Development Program show no accomplishment at all. The one optional objective to be implemented by this project, #12 - Train Volunteers: K-12 shows high success with a much lower score than the state average.

RIGHT TO READ PROJECT REPORT

Project Code 13CHYL Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	13/81%		3/19	0.38	0.52
Assess Literacy Needs	2	9/64%		5/36%	0.71	0.63
Long Range Planning	3	7/88%		1/13%	0.25	0.91
Form Publicity Network	4	4/67%		2/33%	0.67	0.80
Tap Community Resources	5		8/100%		1.00	1.18
Coordinate Daily Activities	6		6/86%	1/14%	1.14	0.67
Staff Development Program	7		12/100%		1.00	1.23
Required Objectives Totals		33/47%	26/37%	12/17%	0.70	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9			5/100%	2.00	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11			21/100%	2.00	1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		33/31%	26/25%	46/44%	1.12	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Planning	29	14/48%	5/17%	10/35%	0.86	0.89
Formal Training	2			2/100%	2.00	1.13
Staffing	8	6/75%		2/25%	0.50	0.68
Field Based	14	3/21%	4/29%	7/50%	1.29	0.93
Management & Coordination	31	7/23%	9/29%	15/48%	1.26	0.96
Evaluation	18	2/11%	6/33%	10/56%	1.44	0.95

III. Summary Description:

The average discrepancy score for the project is 1.12 which is higher than the state average score of 0.92, indicating less successful activity completion than the average of projects in the state. All of the required objectives are more successful than the state average, with the exception of #2 - Assess Literacy Needs which showed a score almost equal to the state average, and #6 of the Coordinate Daily Activities which showed little success. Of the three optional objectives to be implemented by this project, none showed any success.

In the summary report on page 2, Formal Training showed no accomplishment. Planning and Staffing showed scores lower than the state average indicating greater accomplishment. The remaining elements showed scores higher than those of the state averages indicating little success.

RIGHT TO READ PROJECT REPORT

Project Code 13MATC Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	13/81%	3/19%		0.19	0.52
Assess Literacy Needs	2	9/64%	1/7%	4/29%	0.64	0.63
Long Range Planning	3		5/63%	3/38%	1.38	0.91
Form Publicity Network	4	3/50%	2/33%	1/17%	0.67	0.80
Tap Community Resources	5			8/100%	2.00	1.18
Coordinate Daily Activities	6	6/86%		1/14%	0.29	0.67
Staff Development Program	7	2/17%	3/25%	7/58%	1.42	1.23
Required Objectives Totals		33/47%	14/20%	24/34%	0.87	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8	1/13%		7/88%	1.75	1.19
Adult Reading Program	9					0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16	7/100%			0.00	0.84
All Objectives Totals		41/48%	14/16%	31/36%	0.88	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	25	10/40%	7/28%	8/32%	0.92	0.89
Formal Training						1.13
Staffing	6	4/67%	2/33%		0.33	0.68
Field Based	14	8/57%	1/7%	5/36%	0.79	0.93
Management & Coordination	22	11/50%	2/9%	9/41%	0.91	0.96
Evaluation	16	8/50%	1/6%	7/44%	0.94	0.95

III. Summary Description:

The average discrepancy score for the project is 0.88 which is lower than the state average score of 0.92, indicating more successful activity completion than the average of projects in the state. All of the required objectives (#1 - #7) are less successful than the state average, with the exceptions of #1- Select Advisory Council, #4.- Form Publicity Network, and #6 - Coordinate Daily Activities, which show high accomplishment. #5 - Tap Community Resources showed no success at all. Of the two optional objectives, #8, Parent Education: Preschool, showed a score much higher than the state average indicating little success and #16, Integrate Media Coverage showed no success at all.

In the summary report, Staffing and Field Based showed especially strong aspects of this project when compared to the state average. Two other elements, Management and Coordination and Evaluation showed scores almost equal to those in the state average. Planning showed a score higher than that of the state average indicating less success.

RIGHT TO READ PROJECT REPORT

Project Code 13BERB Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	15/94%	1/6%		0.06	0.52
Assess Literacy Needs	2	12/86%		2/14%	0.29	0.63
Long Range Planning	3		6/75%	2/25%	1.25	0.91
Form Publicity Network	4	6/100%			0.00	0.80
Tap Community Resources	5	3/38%	2/25%	3/38%	1.00	1.18
Coordinate Daily Activities	6	6/86%		1/14%	0.29	0.67
Staff Development Program	7	11/92%	1/8%		0.08	1.23
Required Objectives Totals		53/75%	10/14%	8/11%	0.37	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8	8/100%			0.00	1.19
Adult Reading Program	9	5/100%			0.00	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11	20/95%		1/5%	0.10	1.23
Train Volunteers: K-12	12	21/100%			0.00	0.82
Train Volunteers: Adult	13		1/5%	20/95%	1.95	1.18
Proposals for Funding	14			11/100%	2.00	1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		107/68%	11/7%	40/25%	0.58	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores	
					local	state
Planning	42	28/67%	5/12%	9/21%	0.55	0.89
Formal Training	6	4/67%		2/33%	0.67	1.13
Staffing	12	10/83%		2/17%	0.33	0.68
Field Based	16	13/81%	1/6%	2/13%	0.31	0.93
Management & Coordination	58	34/59%	3/5%	21/36%	0.78	0.96
Evaluation	21	16/76%	1/5%	4/19%	0.43	0.95

III. Summary Description:

The average discrepancy score overall for this project is 0.58 which is lower than the statewide average of 0.92 indicating more successful activity completion than the average of projects in the state. All of the required objectives are more successful than the state average with the exception of Long Range Planning. Of the six optional objectives selected, #13 - Training Volunteers: Adult and #14 - Developing Proposals for Funding indicate a higher discrepancy score than the statewide average, denoting less success in this area than the average for other projects selecting the same optional objectives. The other four optional objectives being implemented, #8 - Preschool Parent Education, #9 - Adult Reading Program, #11 - Training Volunteers for Preschool and #12 - Training Volunteers K-12 are being successfully accomplished in comparison to other projects in the state.

In the summary report on page 2, this project is shown to be very strong in the areas of Staffing and Field Based Activities and displays a high level of success in the other project elements in comparison to the statewide averages.

RIGHT TO READ PROJECT REPORT

Project Code 13ARLP Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores	
					local	state
Select Advisory Council	1	16/100%			0.00	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	8/100%			0.00	0.91
Form Publicity Network	4	6/100%			0.00	0.80
Tap Community Resources	5	3/38%	4/50%	1/13%	0.75	1.18
Coordinate Daily Activities	6	7/100%			0.00	0.67
Staff Development Program	7	12/100%			0.00	1.23
Required Objectives Totals		66/93%	4/6%	1/1%	0.08	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores	
					local	state
Parent Education: Preschool	8	6/75%	2/25%		0.25	1.19
Adult Reading Program	9		3/60%	2/40%	1.40	0.98
Preschool Readiness Program	10	1/8%	5/42%	6/50%	1.42	1.49
Train Volunteers: Preschool	11			21/100%	2.00	1.23
Train Volunteers: K-12	12		3/14%	18/86%	1.86	0.82
Train Volunteers: Adult	13			21/100%	2.00	1.18
Proposals for Funding	14	11/100%			0.00	1.02
Classroom Literacy Activities	15	6/100%			0.00	0.75
Integrate Media Coverage	16	3/43%		4/57%	1.14	0.84
All Objectives Totals		93/51%	17/9%	73/40%	0.89	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores	
					local	state
Planning	48	24/50%	2/4%	22/46%	0.96	0.89
Formal Training	7	1/14%		6/86%	1.71	1.13
Staffing	12	6/50%	1/8%	5/42%	0.92	0.68
Field Based	26	16/62%	4/15%	6/23%	0.62	0.93
Management & Coordination	63	28/44%	7/11%	28/44%	1.00	0.96
Evaluation	24	15/63%	3/13%	6/25%	0.63	0.95

III. Summary Description:

The average discrepancy score for the project is 0.89, which is lower than the state average score of 0.92 indicating almost equally successful activity completion compared with the average of projects across the state. All the required objectives are completed with the exception of #5, Tap Community Resources which shows high success. Two of the optional objectives implemented, #11 - Train Volunteers: Preschool and #13- Train Volunteers: Adult shows no success. Two objectives, #14 - Proposals for Funding and #15- Classroom Literacy Activities show complete success. Objectives #8, Parent Education: Preschool shows high success. The remaining objectives showed higher scores than the state average, indicating less success.

In the summary report on page 2, Field Based Activities and Evaluation showed lower scores than the state average indicating high success. Planning and Management and Coordination showed scores almost equal to those of the state average. The remaining elements' scores were higher than the state average indicating less success.

RIGHT TO READ PROJECT REPORT

Project Code 13WAU3 Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	13/81%	3/19%		0.19	0.52
Assess Literacy Needs	2	9/64%	5/36%		0.36	0.63
Long Range Planning	3	7/88%		1/13%	0.25	0.91
Form Publicity Network	4	5/83%	1/17%		0.17	0.80
Tap Community Resources	5			8/100%	2.00	1.18
Coordinate Daily Activities	6	7/100%			0.00	0.67
Staff Development Program	7	9/75%	1/8%	2/17%	0.42	1.23
Required Objectives Totals		50/70%	10/14%	11/16%	0.45	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9			5/100%	2.00	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		50/60%	10/12%	24/29%	0.69	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	23	17/74%	1/4%	5/22%	0.48	0.89
Formal Training						1.13
Staffing	6	6/100%			0.00	0.68
Field Based	13	4/31%	1/8%	8/62%	1.31	0.93
Management & Coordination	22	11/50%	4/18%	7/32%	0.82	0.96
Evaluation	17	9/53%	4/24%	4/24%	0.71	0.95

III. Summary Description:

The average discrepancy score for the project (0.69) was lower than that for the state (0.92) indicating that objectives generally for that project were accomplished to a greater degree than for other projects across the state. In the first seven required objectives, particularly high accomplishment was evident in objectives #1 - Selecting an Advisory Council, #3, Long Range Planning, #4 Forming a Bublicity Network, and #6 - Coordinating Daily Activities. Almost no accomplishment was shown for #5 - Tapping Community Resources.

For the optional objectives, little or no accomplishment was shown for either of the activities chosen: Parent Education; Preschool (#8) and an Adult Reading Program (#9).

In the summary report (page 2), highest accomplishment was shown for Staffing activities followed by Planning activities. Least accomplishment was shown for Field Based Activities.

RIGHT TO READ PROJECT REPORT

Project Code 13LAKY Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	8/50%	6/38%	2/13%	0.63	0.52
Assess Literacy Needs	2	2/14%	3/21%	9/64%	1.50	0.63
Long Range Planning	3		2/25%	6/75%	1.75	0.91
Form Publicity Network	4	6/100%			0.00	0.80
Tap Community Resources	5	2/25%	2/25%	4/50%	1.25	1.18
Coordinate Daily Activities	6	6/86%	1/14%		0.14	0.67
Staff Development Program	7	12/100%			0.00	1.23
Required Objectives Totals		36/51%	14/20%	21/30%	0.79	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8		2/25%	6/75%	1.75	1.19
Adult Reading Program	9		4/80%	1/20%	1.20	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11		2/10%	19/91%	1.90	1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13			21/100%	2.00	1.18
Proposals for Funding	14	1/9%	3/27%	7/64%	1.55	1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		37/27%	25/18%	75/55%	1.28	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	36	11/31%	5/14%	20/56%	1.25	0.89
Formal Training	4			4/100%	2.00	1.13
Staffing	10	2/20%	3/30%	5/50%	1.30	0.68
Field Based	15	4/27%	3/20%	8/53%	1.27	0.93
Management & Coordination	49	12/25%	8/16%	29/59%	1.35	0.95
Evaluation	20	6/30%	6/30%	8/40%	1.10	0.95

III. Summary Description:

The average discrepancy score for the project is 1.28 which is higher than the state average score of 0.92, indicating less successful activity completion than the average of projects in the state. Of the required objectives, #4 - Form Publicity Network and #7 - Staff Development Program, showed complete success. Objective #6 - Coordinate Daily Activities displayed a much lower score than the state average, indicating high success. The other four objectives showed little success when compared to the state averages. Of the five optional objectives to be implemented by this project all displayed scores higher than the state average, indicating little success.

In the Summary Report on page 2, Formal Training showed no success at all. All the elements displayed scores higher than the state average signifying little accomplishment.

RIGHT TO READ PROJECT REPORT

Project Code 13BERD Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	16/100%			0.00	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	8/100%			0.00	0.91
Form Publicity Network	4	6/100%			0.00	0.80
Tap Community Resources	5	8/100%			0.00	1.18
Coordinate Daily Activities	6	7/100%			0.00	0.67
Staff Development Program	7			12/100%	2.00	1.23
Required Objectives Totals		59/83%		12/17%	0.34	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8		6/75%	2/25%	1.25	1.19
Adult Reading Program	9			5/100%	2.00	0.98
Preschool Readiness Program	10			12/100%	2.00	1.49
Train Volunteers: Preschool	11		9/43%	12/57%	1.57	1.23
Train Volunteers: K-12	12			21/100%	2.00	0.82
Train Volunteers: Adult	13			21/100%	2.00	1.18
Proposals for Funding	14			11/100%	2.00	1.02
Classroom Literacy Activities	15			6/100%	2.00	0.75
Integrate Media Coverage	16			7/100%	2.00	0.84
All Objectives Totals		59/32%	15/8%	109/60%	1.27	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	48	16/33%	4/8%	28/58%	1.25	0.89
Formal Training	7			7/100%	2.00	1.13
Staffing	12	6/50%	1/8%	5/42%	0.92	0.68
Field Based	26	6/23%	4/15%	16/62%	1.38	0.93
Management & Coordination	63	17/27%	6/10%	40/64%	1.37	0.96
Evaluation	24	12/50%		12/50%	1.00	0.95

III. Summary Description:

The average discrepancy score for the project is 1.27 which is higher than the state average score of 0.92, indicating less successful activity completion than the average of projects in the state. All the required objectives were completely successful except #7 - Staff Development Program which showed no accomplishment at all. All of the optional objectives showed no accomplishment with the exception of #8 - Parent Education: Preschool and #11 - Train Volunteers: Preschool both of which showed higher scores than the state average indicating less success.

In the Summary Report on page 2, all scores were higher than the state average indicating less than average successful completion. Formal Training showed no success at all, whereas the evaluation score was almost equal with the state average.

RIGHT TO READ PROJECT REPORT

Project Code 13ENGV Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	12/75%	4/25%		0.25	0.52
Assess Literacy Needs	2	9/64%	3/21%	2/14%	0.50	0.63
Long Range Planning	3	3/38%	5/63%		0.63	0.91
Form Publicity Network	4	3/50%	3/50%		0.50	0.80
Tap Community Resources	5	1/13%	2/25%	5/63%	1.50	1.18
Coordinate Daily Activities	6		6/86%	1/14%	1.14	0.67
Staff Development Program	7	1/8%	1/8%	10/83%	1.75	1.23
Required Objectives Totals		29/41%	24/34%	18/25%	0.85	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9			5/100%	2.00	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14			11/100%	2.00	1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		29/31%	24/25%	42/44%	1.14	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	24	11/46%	4/17%	9/38%	0.92	0.89
Formal Training						1.13
Staffing	6	5/83%	1/17%		0.17	0.68
Field Based	13	4/31%	1/8%	8/62%	1.31	0.93
Management & Coordination	31	8/26%	5/16%	18/58%	1.32	0.96
Evaluation	18	1/6%	11/61%	6/33%	1.28	0.95

III. Summary Description:

The average discrepancy score for the project is 1.14 which is higher than the state average score of 0.92, indicating less successful activity completion than the average of projects in the state. Of the required objectives, #5 - Tap Community Resources, #6 - Coordinate Daily Activities and #7 - Staff Development Program showed scores higher than those of the state averages indicating less success. Of the other four, #1 - Select Advisory Council, represented a project strength. Of the three optional objectives to be implemented by this project none showed any accomplishment.

In the Summary Report on page 2, the element of Staffing showed the most accomplishment. Planning displayed a score very close to the state average. The remaining elements showed little success.

RIGHT TO READ PROJECT REPORT

Project Code 13CHZJ Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	3/19%	4/25%	9/56%	1.38	0.52
Assess Literacy Needs	2	1/7%	5/36	8/57%	1.50	0.63
Long Range Planning	3		4/50%	4/50%	1.50	0.91
Form Publicity Network	4		1/17%	5/83%	1.83	0.80
Tap Community Resources	5		5/63%	3/38%	1.38	1.18
Coordinate Daily Activities	6		5/71%	2/29%	1.29	0.67
Staff Development Program	7		5/42%	7/58%	1.58	1.23
Required Objectives Totals		4/6%	29/41%	38/54%	1.48	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8	1/13%	3/38%	4/50%	1.38	1.19
Adult Reading Program	9	1/20%	1/20%	3/60%	1.40	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12		13/62%	8/38%	1.38	0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14	9/82%		2/18%	0.36	1.02
Classroom Literacy Activities	15	5/83%	1/17%		0.17	0.75
Integrate Media Coverage	16	1/14%	4/57%	2/29%	1.14	0.84
All Objectives Totals		21/16%	51/40%	57/44%	1.28	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Planning	34	4/12%	15/44%	15/44%	1.32	0.89
Formal Training	3	1/33%	2/67%		0.67	1.13
Staffing	8	1/13%	3/38%	4/50%	1.38	0.68
Field Based	19	5/26%	7/37%	7/37%	1.11	0.93
Management & Coordination	42	9/21%	16/38%	17/41%	1.19	0.96
Evaluation	20	1/5%	6/30%	13/65%	1.60	0.95

III. Summary Description:

The average discrepancy score for the project is 1.28 which is higher than the state average score of 0.92, indicating less successful activity completion than the average of projects in the state. All of the required objectives are less successful than the state average. Of the six optional objectives to be implemented by this project all showed scores higher than the state average with the exception of #14, Proposals for Funding and #15, Classroom Literacy Activities, both of which showed much lower scores than the state average indicating high success.

In the Summary Report, Formal Training was the only element showing success. All the other elements display scores higher than the state average signifying less accomplishment.

RIGHT TO READ PROJECT REPORT

Project Code 13CHY Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	14/88%	1/6%	1/6%	0.19	0.52
Assess Literacy Needs	2	9/64%	2/14%	3/21%	0.57	0.63
Long Range Planning	3		8/100%		1.00	0.91
Form Publicity Network	4	6/100%			0.00	0.80
Tap Community Resources	5		2/25%	6/75%	1.75	1.18
Coordinate Daily Activities	6	7/100%			0.00	0.67
Staff Development Program	7		12/100%		1.00	1.23
Required Objectives Totals		36/51%	25/35%	10/14%	0.63	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8	8/100%			2.00	1.19
Adult Reading Program	9					0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12	5/24%	16/76%		0.76	0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15		6/100%		1.00	0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		49/46%	47/44%	10/9%	0.63	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	31	13/42%	16/52%	2/7%	0.65	0.89
Formal Training	3	3/100%			1.00	1.13
Staffing		7/88%	1/13%		0.13	0.68
Field Based	14	7/50%	5/36%	2/14%	0.64	0.93
Management & Coordination	31	14/45%	12/39%	5/16%	0.71	0.96
Evaluation	16	7/44%	8/50%	1/6%	0.63	0.95

III. Summary Description:

The average discrepancy score for the project is 0.63, which is lower than the state average score of 0.92, indicating more successful activity completion than the average of projects in the state. All of the required objectives are more successful than the state average, with the exception of #3 - Long Range Planning which was almost equal to the state average score, and #5 - Tap Community Resources. Objectives #4 - Form Publicity Network, and #6 - Coordinate Daily Activities showed complete success. Of the three optional objectives implemented by this project, #8 - Parent Education: Preschool showed complete accomplishment, #12 - Train Volunteers: K-12 showed a lower score than the state average and #15 - Classroom Literacy Activities showed only moderate accomplishment with a higher score than the state average.

In the Summary Report, all the scores were lower than the state average with an especially strong showing in Staffing.

RIGHT TO READ PROJECT REPORT

Project Code 21AURE Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	14/88%	2/13%		0.13	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	8/100%			0.00	0.91
Form Publicity Network	4	6/100%			0.00	0.80
Tap Community Resources	5	1/13%	6/75%	1/13%	1.00	1.18
Coordinate Daily Activities	6	7/100%			0.00	0.67
Staff Development Program	7			12/100%	2.00	1.23
Required Objectives Totals		50/70%	8/11%	13/18%	0.48	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9	5/100%			0.00	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13	7/33%	12/57%	2/10%	0.76	1.18
Proposals for Funding	14	9/82%	1/9%	1/9%	0.27	1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		71/61%	21/18%	24/21%	0.59	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Planning	30	17/57%	6/20%	7/23%	0.67	0.89
Formal Training	2	1/50%	1/50%		0.50	1.13
Staffing	8	7/88%	1/13%		0.13	0.68
Field Based	14	8/57%		6/43%	0.86	0.93
Management & Coordination	40	22/55%	12/30%	6/15%	0.60	0.96
Evaluation	19	14/74%	1/5%	4/21%	0.47	0.95

III. Summary Description:

The average discrepancy score for the project is 0.59 which is lower than the state average score of 0.92, indicating more successful activity completion than the average of projects in the state. All of the required objectives are much more successful than the state average, with the exception of #7, Staff Development Program, in which no activities have even begun. #7 was also, however, the weakest objective for the entire state. From among the four optional objectives to be implemented by this project, #8 (Parent Education: Preschool) has shown no accomplishment. The other three are quite good, better than the state average on each of them, and represent project strengths.

In viewing the summary report on page 2, the areas of Formal Training, Staffing, and Evaluation are especially strong aspects of this project in comparison with the others in the state. The remaining aspects are also quite successful, though not as strongly so.

RIGHT TO READ PROJECT REPORT

Project Code 22IVC Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	1/6%	2/13%	13/81%	1.75	0.52
Assess Literacy Needs	2	9/64%	5/36%		0.36	0.63
Long Range Planning	3		5/63%	3/38%	1.38	0.91
Form Publicity Network	4			6/100%	2.00	0.80
Tap Community Resources	5		6/75%	2/25%	1.25	1.18
Coordinate Daily Activities	6	1/14%	5/71%	1/14%	1.00	0.67
Staff Development Program	7		7/58%	5/42%	1.42	1.23
Required Objectives Totals		11/16%	30/42%	30/42%	1.27	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9		5/100%		1.00	0.98
Preschool Readiness Program	10			12/100%	2.00	1.49
Train Volunteers: Preschool	11	3/14%	10/48%	8/38%	1.24	1.23
Train Volunteers: K-12	12		11/52%	10/48%	1.48	0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15	5/83%		1/17%	0.33	0.75
Integrate Media Coverage	16	2/29%	5/71%		0.71	0.84
All Objectives Totals		21/14%	61/40%	69/46%	1.32	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Planning	41	7/17%	17/42%	17/42%	1.24	0.89
Formal Training	5	1/20%	1/20%	3/60%	1.40	1.13
Staffing	10	2/20%	3/30%	5/50%	1.30	0.68
Field Based	25	5/20%	11/44%	9/36%	1.16	0.93
Management & Coordination	45	3/7%	17/38%	25/56%	1.49	0.96
Evaluation	22	3/14%	11/50%	8/36%	1.23	0.95

III. Summary Description:

The average discrepancy score for the project is 1.32 which is higher than the state average score of 0.92, indicating less successful activity completion than the average of projects in the state. All of the required objectives are less successful than the state average, with the exception of #2 - Assess Literacy Needs, which shows considerably more success than the state average. Of the seven optional objectives to be implemented by this project, #8 - Parent Education: Preschool and #10 - Preschool Readiness Program show no accomplishment. Objective #9 - Adult Reading Program and #11 - Train Volunteers: Preschool are nearly equal to the state average. Objective #12 - Train Volunteers: K-12 shows very little accomplishment. Objective #15 - Classroom Literacy Activities and #16, Integrate Media Coverage show lower scores than the state average.

The summary report on page 2 shows little accomplishment in that all scores are higher than the state average.

RIGHT TO READ PROJECT REPORT

Project Code 23MOR9 Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	1/6%	1/6%	14/88%	1.81	0.52
Assess Literacy Needs	2	12/86%		2/14%	0.29	0.63
Long Range Planning	3		8/100%		1.00	0.91
Form Publicity Network	4	5/83%	1/17%		0.17	0.80
Tap Community Resources	5		3/38%	5/63%	1.63	1.18
Coordinate Daily Activities	6	6/86%		1/14%	0.29	0.67
Staff Development Program	7		4/33%	8/67%	1.67	1.23
Required Objectives Totals		24/34%	17/24%	30/42%	1.08	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9			5/100%	2.00	0.98
Preschool Readiness Program	10			12/100%	2.00	1.49
Train Volunteers: Preschool	11	6/28%		15/71%	1.43	1.23
Train Volunteers: K-12	12	21/100%			0.00	0.82
Train Volunteers: Adult	13			21/100%	2.00	1.18
Proposals for Funding	14		5/46%	6/55%	1.55	1.02
Classroom Literacy Activities	15			6/100%	2.00	0.75
Integrate Media Coverage	16	7/100%			0.00	0.84
All Objectives Totals		58/32%	22/12%	103/56%	1.25	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	48	16/33%	6/13%	26/54%	1.21	0.89
Formal Training	7	2/29%		5/71%	1.43	1.13
Staffing	12	4/33%		8/67%	1.33	0.68
Field Based	26	7/27%	4/15%	15/58%	1.31	0.93
Management & Coordination	63	18/29%	7/11%	38/60%	1.32	0.96
Evaluation	24	11/46%	4/17%	9/38%	0.92	0.95

III. Summary Description:

The average discrepancy score for the project was 1.25, higher than the average discrepancy score for projects statewide (0.92) indicating less successful completion of objectives than the average for projects across the state. The average discrepancy score for the first seven required objectives was 1.08, also less than the average for the state (.82), though some objectives were almost totally accomplished. Assessing Literacy Needs (#2), Forming Publicity Networks (#4), and Coordinationg Daily Activities (#6) all showed high accomplishments. Selecting an Advisory Council (#1), Tapping Community Resources (#5), and Conducting Staff Development Programs (#7) showed little accomplishement.

Among the optional objectives the only two showing some progress at this point are #11 and #14. According to discrepancy scores, most activities associated with the optional objectives are still in the beginning stages.

The summary report (page 2) shows approximately average success in completing Evaluation activities and less than average success in the other elements. Least success was shown in the element of Formal Training.

RIGHT TO READ PROJECT REPORT

Project Code 220SWZ Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Select Advisory Council	1	16/100%			0.00	0.52
Assess Literacy Needs	2	5/36%	1/7%	8/57%	1.21	0.63
Long Range Planning	3	8/100%			0.00	0.91
Form Publicity Network	4	6/100%			0.00	0.80
Tap Community Resources	5	5/63%	1/13%	2/25%	0.63	1.18
Coordinate Daily Activities	6	7/100%			0.00	0.67
Staff Development Program	7			12/100%	2.00	1.23
Required Objectives Totals		47/66%	2/3%	22/31%	0.65	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Parent Education: Preschool	8					1.19
Adult Reading Program	9					0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals						0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Planning	20	15/75%		5/25%	0.50	0.89
Formal Training						1.13
Staffing	6	6/100%			0.00	0.68
Field Based	8	3/38%		5/63%	1.25	0.93
Management & Coordination	20	13/65%	1/5%	6/30%	0.65	0.96
Evaluation	14	8/57%	1/7%	5/36%	0.79	0.95

III. Summary Description:

The overall average discrepancy score of 0.65 is lower than the state overall average, indicating generally quite successful accomplishment. Objectives #1,3,4 and 6 show perfect accomplishment of activities within them. Objective #2, Assess Literacy Needs, is somewhat weak, and objective #7, Staff Development Program, shows no accomplishment at all.

Of the major elements, from page 2 of the report charts, Staffing is the area of most strength, and Planning, Management and Coordination, and Evaluation are quite good. Field Based Activities is the only weak area in that its average discrepancy score is higher than that of the state.

RIGHT TO READ PROJECT REPORT

Project Code 33TRID Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed % (n)	Activities in Progress % (n)	Activities Not Begun % (n)	Discrepancy Scores local	state
Select Advisory Council	1	16/100%			0.00	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	8/100%			0.00	0.91
Form Publicity Network	4	3/50%	2/33%	1/17%	0.67	0.80
Tap Community Resources	5	7/88%		1/13%	0.25	1.18
Coordinate Daily Activities	6	4/57%		3/43%	0.86	0.67
Staff Development Program	7	12/100%			0.00	1.23
Required Objectives Totals		64/90%	2/3%	5/7%	0.17	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed % (n)	Activities in Progress % (n)	Activities Not Begun % (n)	Discrepancy Scores local	state
Parent Education: Preschool	8	8/100%			0.00	1.19
Adult Reading Program	9			5/100%	2.00	0.98
Preschool Readiness Program	10			12/100%	2.00	1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		72/75%	2/2%	22/23%	0.48	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed % (n)	Activities in Progress % (n)	Activities Not Begun % (n)	Discrepancy Scores local	state
Planning	25	21/84%	1/4%	3/12%	0.28	0.89
Formal Training						1.13
Staffing	6	5/83%	1/17%		0.17	0.68
Field Based	18	11/61%		7/39%	0.78	0.93
Management & Coordination	25	20/80%		5/20%	0.40	0.96
Evaluation	19	13/68%		6/32%	0.63	0.95

III. Summary Description:

The average discrepancy score for this project is 0.48 which is lower than the statewide average of 0.92 indicating more successful activity completion than the average of projects in the state. All of the required objectives with the exception of Coordination of Daily Activities (0.86 to state average 0.67) are more successful than the state average. Of the three optional objectives selected, Objective 9 and 10, Adult Reading Programs and Preschool Readiness Program indicate a higher discrepancy score than the statewide average thus denoting less success in this area than the average project selecting the same optional objectives. One of three optional objectives has been successfully implemented (#8 - Preschool Parent Education) and the other two have not yet been started. In the summary report on page 2 the project is shown to be very strong in the areas of Planning and Staffing. No score is given in the area of Formal Training which would indicate that no Formal Training activities have been conducted. The project displays a high lever of success in the other elements in comparison to statewide averages.

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) 7 %	Discrepancy Scores	
					local	state
Planning	34	21/62%	5/15%	8/24%	0.62	0.89
Formal Training	3	2/67%		1/33%	0.67	1.13
Staffing	8	7/88%		1/13%	0.25	0.68
Field Based	19	13/68%		6/32%	0.63	0.93
Management & Coordination	42	24/57%	7/17%	11/26%	0.69	0.96
Evaluation	20	8/40%	8/40%	4/20%	0.80	0.95

III. Summary Description:

The average discrepancy score for this project was 0.64, lower than the average score for projects statewide (0.92) indicating that objectives were accomplished to a greater extent by this project than for projects statewide. For the first seven required objectives, the average score was considerably lower than that for the state, and highest accomplishment was shown for objectives #1 - Selecting an Advisory Council, #2 - Assessing Literacy Needs, and #7 - Staff Development Program. Least accomplishment was shown for objective #3, Long Range Planning.

For the optional objectives, high accomplishment was shown for objectives #9 - Adult Reading Program, #13 - Training Volunteers: Adult. Little or no accomplishment was shown for objectives #8 - Parent Education: Preschool, #14 - Proposals for Funding and #15 - Classroom Literacy Activities. Integrating Media Coverage was shown to be about average in comparison to other projects across the state.

In the summary report on page 2, activities showing most successful completion were those related to Staffing. Scores for the other activities were uniformly distributed, though in all cases showed higher success in completion than for projects statewide.

RIGHT TO READ PROJECT REPORT

Project Code 32COLJ Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	14/88%	1/6%	1/6%	0.19	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	2/25%	4/50%	2/25%	1.00	0.91
Form Publicity Network	4	3/50%	3/50%		0.50	0.80
Tap Community Resources	5	5/63%	3/38%		0.38	1.18
Coordinate Daily Activities	6	3/43%	4/57%		0.57	0.67
Staff Development Program	7	9/75%	3/25%		0.25	1.23
Required Objectives Totals		50/70%	18/25%	3/4%	0.34	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9	5/100%			0.00	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13	18/86%	3/14%		0.14	1.18
Proposals for Funding	14			11/100%	2.00	1.02
Classroom Literacy Activities	15			6/100%	2.00	0.75
Integrate Media Coverage	16	4/57%		3/43%	0.86	0.84
All Objectives Totals		77/60%	21/16%	31/24%	0.64	0.92

RIGHT TO READ PROJECT REPORT

Project Code 32LOUX Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	2/13%	1/6%	13/81%	1.69	0.52
Assess Literacy Needs	2	2/14%	2/14%	10/71%	1.57	0.63
Long Range Planning	3		1/13%	7/88%	1.88	0.91
Form Publicity Network	4	2/33%	1/17%	3/50%	1.17	0.80
Tap Community Resources	5		1/13%	7/88%	1.88	1.18
Coordinate Daily Activities	6		5/71%	2/29%	1.29	0.67
Staff Development Program	7		3/25%	9/75%	1.75	1.23
Required Objectives Totals		6/9%	14/20%	51/72%	1.63	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9					0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12	2/10%	2/10%	17/81%	1.71	0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16	1/14%	2/29%	4/57%	1.43	0.84
All Objectives Totals		9/8%	18/17%	80/75%	1.66	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Planning	31	6/19%	4/13%	21/68%	1.48	0.89
Formal Training	2			2/100%	2.00	1.13
Staffing	8	1/13%	2/25%	5/63%	1.50	0.68
Field Based	15	2/13%	1/7%	12/80%	1.67	0.93
Management & Coordination	31		6/19%	25/81%	1.81	0.96
Evaluation	17		4/24%	13/77%	1.76	0.95

III. Summary Description:

All of the discrepancy scores for this project are higher than those of the state average, indicating little progress shown as of the date of reporting.

Staffing and Planning elements are in the early stages, and it appears as though the project is just beginning.

RIGHT TO READ PROJECT REPORT

Project Code 33LOU1 Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	6/38%	4/25%	6/38%	1.00	0.52
Assess Literacy Needs	2	2/14%	6/43%	6/43%	1.29	0.63
Long Range Planning	3		1/13%	7/88%	1.88	0.91
Form Publicity Network	4		5/83%	1/17%	1.17	0.80
Tap Community Resources	5		3/38%	5/63%	1.63	1.18
Coordinate Daily Activities	6	3/43%		4/57%	1.14	0.67
Staff Development Program	7	1/8%	1/8%	10/83%	1.75	1.23
Required Objectives Totals		12/17%	20/28%	39/55%	1.38	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8	7/88%	1/13%		0.13	1.19
Adult Reading Program	9					0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12	19/91%	1/5%	1/5%	0.14	0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14		1/9%	10/91%	1.91	1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		38/34%	23/20%	50/45%	1.11	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	30	11/37%	9/30%	10/33%	0.97	0.89
Formal Training	2	2/100%			0.00	1.13
Staffing	8	2/25%	2/25%	4/50%	1.25	0.68
Field Based	12	5/42%	4/33%	3/25%	0.83	0.93
Management & Coordination	39	13/33%	5/13%	21/54%	1.21	0.96
Evaluation	17	4/24%	3/18%	10/59%	1.35	0.95

III. Summary Description:

The average discrepancy score for projects statewide was somewhat lower than the average discrepancy score for this project indicating a somewhat less successful accomplishment of objectives by this project than by projects across the state. In the first seven objectives, for which the average discrepancy score was significantly higher than the state average, none of the objectives showed accomplishment levels equal to or higher than state averages. Most success was observed for objectives #1 - Selecting an Advisory Council, #4 - Forming a Publicity Network, and #6 - Coordinating Daily Activities.

For the optional activities, high success was shown for objectives #8 - Parent Education for parents of Preschoolers and #12 - Training Volunteers: K-12. Little or no accomplishment was shown for objective #14 - Proposals for Funding.

In the summary report on page 2, high sucess was shown for Formal Training activities and near average success (compared to state averages) was shown for Field Based Activities and Evaluation activities. Other activity scores were higher than average indicating less average success than projects statewide.

RIGHT TO READ PROJECT REPORT

Project Code 32SPRG Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Select Advisory Council	1			16/100%	2.00	0.52
Assess Literacy Needs	2			14/100%	2.00	0.63
Long Range Planning	3			8/100%	2.00	0.91
Form Publicity Network	4			6/100%	2.00	0.80
Tap Community Resources	5			8/100%	2.00	1.18
Coordinate Daily Activities	6			7/100%	2.00	0.67
Staff Development Program	7			12/100%	2.00	1.23
Required Objectives Totals				71/100%	2.00	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Parent Education: Preschool	8		1/13%	7/88%	1.88	1.19
Adult Reading Program	9					0.98
Preschool Readiness Program	10		2/17%	10/83%	1.83	1.49
Train Volunteers: Preschool	11		12/57%	9/43%	1.43	1.23
Train Volunteers: K-12	12		11/52%	10/48%	1.48	0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15			6/100%	2.00	0.75
Integrate Media Coverage	16					0.84
All Objectives Totals			26/19%	113/81%	1.81	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Planning	39		8/21%	31/80%	1.79	0.89
Formal Training	5		1/20%	4/80%	1.80	1.13
Staffing	10		4/40%	6/60%	1.60	0.68
Field Based	20		5/25%	15/75%	1.75	0.93
Management & Coordination	43		8/19%	35/81%	1.81	0.96
Evaluation	19			19/100%	2.00	0.95

III. Summary Description:

The average discrepancy score for this project is 1.81 which is higher than the statewide average of 0.92 indicating less successful activity completion than the average of projects in the state. All of the required objectives are less successful than the state average indicating little activity in the seven required areas. Of the five optional objectives selected, #8, 19, 11, 12 and 15, have higher discrepancy scores than the statewide average of other projects working on the same optional objectives thus denoting less accomplishment in comparison to other projects in the state.

The summary report on page 2 indicates that this project needs additional work in all phases of project activity, particularly in the areas of Management and Coordination, Formal Training and Evaluation.

RIGHT TO READ PROJECT REPORT

Project Code 33GRE9 Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	13/81%		3/19%	0.38	0.52
Assess Literacy Needs	2			14/100%	2.00	0.63
Long Range Planning	3			8/100%	2.00	0.91
Form Publicity Network	4			6/100%	2.00	0.80
Tap Community Resources	5	2/25%		6/75%	1.50	1.18
Coordinate Daily Activities	6	7/100%			0.00	0.67
Staff Development Program	7			12/100%	2.00	1.23
Required Objectives Totals		22/31%		49/69%	1.38	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9	5/100%			0.00	0.98
Preschool Readiness Program	10			12/100%	2.00	1.49
Train Volunteers: Preschool	11			21/100%	2.00	1.23
Train Volunteers: K-12	12	4/19%		17/81%	1.62	0.82
Train Volunteers: Adult	13			21/100%	2.00	1.18
Proposals for Funding	14	4/36%		9/64%	1.27	1.02
Classroom Literacy Activities	15	6/100%			0.00	0.75
Integrate Media Coverage	16			7/100%	2.00	0.84
All Objectives Totals		41/22%		142/78%	1.55	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed % (n)	Activities in Progress % (n)	Activities Not Begun % (n)	Discrepancy Scores local	state
Planning	48	6/13%		42/88%	1.75	0.89
Formal Training	7	1/14%		6/86%	1.71	1.13
Staffing	12	5/42%		7/58%	1.17	0.68
Field Based	26	7/27%		19/73%	1.46	0.93
Management & Coordination	63	13/21%		50/79%	1.59	0.96
Evaluation	24	8/33%		16/67%	1.33	0.95

III. Summary Description:

The average discrepancy score for this project (1.55) is considerably higher than the average discrepancy score for the projects statewide, and this indicates that the success in accomplishing objectives was less for this project than for other projects in the state. For the first seven objectives, good success was obtained for objectives #1 - Selecting an Advisory Council and for #6 - Coordinating Daily Activities. The rest show little or no accomplishment.

Discrepancy scores for the optional objectives show a similar pattern of accomplishment. Objectives #9 - Adult Reading Program and #15 - Classroom Literacy Activities show good accomplishment while the others show little success in accomplishment at the date of this reporting.

In the summary report on page 2, the average discrepancy scores for the activities are consistently higher than the state averages with most success observed in staffing and evaluation activities.

RIGHT TO READ PROJECT REPORT

Project Code 41KAN 7 Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores	
					local	state
Select Advisory Council	1	16/100			0.00	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	8/100%			0.00	0.91
Form Publicity Network	4	6/100%			0.00	0.80
Tap Community Resources	5	1/13%	7/88%		0.88	1.18
Coordinate Daily Activities	6	3/43%	3/43%	1/14%	0.71	0.67
Staff Development Program	7		12/100%		1.00	1.23
Required Objectives Totals		48/68%	22/31%	1/1%	0.34	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores	
					local	state
Parent Education: Preschool	8	8/100%			0.00	1.19
Adult Reading Program	9	1/20%	4/80%		0.80	0.98
Preschool Readiness Program	10	3/25%	9/75%		0.75	1.49
Train Volunteers: Preschool	11	18/86%	2/10%	1/5%	0.19	1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13	17/81%	4/19%		0.19	1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		95/69%	41/30%	2/1%	0.33	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores	
					local	state
Planning	37	30/81%	7/19%		0.19	0.89
Formal Training	4	2/50%	2/50%		0.50	1.13
Staffing	10	10/100%			0.00	0.68
Field Based	20	12/60%	8/40%		0.40	0.93
Management & Coordination	43	28/65%	14/33%	1/2%	0.37	0.96
Evaluation	21	12/57%	9/43%		0.43	0.95

III. Summary Description:

The average discrepancy score for the project is 0.33 which is much lower than the state average score of 0.92, indicating much more successful activity completion than the average of projects in the state. Of the required objectives, the first 4 have been completely successful, and #6, Coordinate Daily Activities was only slightly less successful than the state average. This indicates a very high level of success. Among the five optional objectives to be implemented by this project, all show much lower scores than the state averages, again indicating much success.

The summary report for this project shows averages well below those of the state for each element, again indicating high success, with Planning and Staffing being areas of greatest strength.

RIGHT TO READ PROJECT REPORT

Project Code 42ARGS Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	8/50%	3/19%	5/31%	0.81	0.52
Assess Literacy Needs	2			14/100%	2.00	0.63
Long Range Planning	3		5/63%	3/38%	1.38	0.91
Form Publicity Network	4		4/67%	2/33%	1.33	0.80
Tap Community Resources	5		2/25%	6/75%	1.75	1.18
Coordinate Daily Activities	6		6/86%	1/14%	1.14	0.67
Staff Development Program	7			12/100%	2.00	1.23
Required Objectives Totals		8/11%	20/28%	43/61%	1.49	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9			5/100%	2.00	0.98
Preschool Readiness Program	10			12/100%	2.00	1.49
Train Volunteers: Preschool	11			21/100%	2.00	1.23
Train Volunteers: K-12	12		21/100%		1.00	0.82
Train Volunteers: Adult	13			21/100%	2.00	1.18
Proposals for Funding	14			11/100%	2.00	1.02
Classroom Literacy Activities	15			6/100%	2.00	0.75
Integrate Media Coverage	16			7/100%	2.00	0.84
All Objectives Totals		8/4%	41/22%	134/73%	1.69	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Planning	48	3/6%	11/23%	34/71%	1.65	0.89
Formal Training	7		2/29%	5/71%	1.71	1.13
Staffing	12	1/8%	4/33%	7/58%	1.50	0.68
Field Based	26		3/12%	23/89%	1.88	0.98
Management & Coordination	63	4/6%	13/21%	46/73%	1.67	0.96
Evaluation	24		6/25%	18/75%	1.75	0.95

III. Summary Description:

All of the discrepancy scores for this project are higher than those of the state average indicating little progress shown as of the date of reporting. Objectives #1, Selecting Advisory Council, #6, Coordinate Daily Activities, and #12, Training Volunteers, are three exceptions which, although they are less successful than the state average, are areas where progress has been begun.

The summary report on page 2 shows minor progress in Planning and Staffing.

RIGHT TO READ PROJECT REPORT

Project Code 42SIFK Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	5/31/%	9/56%	2/13%	0.81	0.52
Assess Literacy Needs	2		10/71%	4/29%	1.29	0.63
Long Range Planning	3		5/63%	3/38%	1.38	0.91
Form Publicity Network	4		5/83%	1/17%	1.17	0.80
Tap Community Resources	5		3/38%	5/63%	1.63	1.18
Coordinate Daily Activities	6	2/29%	4/57%	1/14%	0.86	0.67
Staff Development Program	7		12/100%		1.00	1.23
Required Objectives Totals		7/10%	48/68%	16/23%	1.13	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8					1.19
Adult Reading Program	9					0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals						0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	20		16/80%	4/20%	1.20	0.89
Formal Training						1.13
Staffing	6	1/17%	3/50%	2/33%	1.17	0.68
Field Based	8		6/75%	2/25%	1.25	0.93
Management & Coordination	20	4/20%	12/60%	4/20%	1.00	0.96
Evaluation	14	1/7%	9/64%	4/29%	1.21	0.95

III. Summary Description:

The overall average discrepancy score for this project is somewhat higher than that for the state average, indicating less than average success by this project. Activities have begun, however, in all of the required objectives and this represents a beginning of progress, although the average is still higher than that of the state on each one. The three areas which reflect the most progress for this project are objectives #1, Selecting an Advisory Council, #6, Coordinating Daily Activities, and #7, Staff Development work.

From among the major elements, on page 2 of the tables, Management and Coordination is the area of greatest strength with an average score of 1.00 which is very close to the state average of 0.96.

RIGHT TO READ PROJECT REPORT

Project Code 41URB4 Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	16/100%			0.00	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	8/100%			0.00	0.91
Form Publicity Network	4	3/50%	3/50%		0.50	0.80
Tap Community Resources	5	4/50%	2/25%	2/25%	0.75	1.18
Coordinate Daily Activities	6		7/100%		1.00	0.67
Staff Development Program	7		8/67%	4/33%	1.33	1.23
Required Objectives Totals		45/63%	20/28%	6/9%	0.45	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8	7/88%	1/13%		0.13	1.19
Adult Reading Program	9					0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12	18/86%	3/14%		0.14	0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14		7/64%	4/36%	1.36	1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		70/63%	31/28%	10/9%	0.46	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores local	state
Planning	30	21/70%	7/23%	2/7%	0.37	0.89
Formal Training	2	2/100%			0.00	1.13
Staffing	8	8/100%			0.00	0.68
Field Based	12	10/83%	2/17%		0.17	0.93
Management & Coordination	39	20/51%	14/36%	5/13%	0.62	0.96
Evaluation	17	8/47%	7/41%	2/12%	0.65	0.95

III. Summary Description:

The average discrepancy score for the project is 0.46 which is lower than the state average score of 0.92 indicating much more successful activity completion than the average of projects across the state. All of the required objectives are more successful than the state average with the exception of Coordination of Daily Activities. Of the three optional objectives selected, #8 - Parent Education: Preschool, #12 - Training Volunteers: K-12 and #14 - Preparing Proposals for Funding, Objective #14 indicates a higher discrepancy score than the statewide average thus indicating less success in this area than the average project selecting the same optional objective. However, the other two optional objectives are very successful in comparison to others in the state.

In the summary report on page 2, this project is shown to be very strong in the areas of Formal Training and Staffing and shows a high level of success in the other project activities of Planning, Field Based Activities, Management and Coordination and Evaluation.

RIGHT TO READ PROJECT REPORT

Project Code 41DEC4 Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	14/88%		2/13%	0.25	0.52
Assess Literacy Needs	2	13/93%		1/7%	0.14	0.63
Long Range Planning	3	1/13%	7/88%		0.88	0.91
Form Publicity Network	4	1/17%	4/67%	1/17%	1.00	0.80
Tap Community Resources	5	7/88%		1/13%	0.25	1.18
Coordinate Daily Activities	6	7/100%			0.00	0.67
Staff Development Program	7			12/100%	2.00	1.23
Required Objectives Totals		43/61%	11/16%	17/24%	0.63	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8	7/88%		1/13%	0.25	1.19
Adult Reading Program	9	4/80%	1/20%		0.20	0.98
Preschool Readiness Program	10	9/75%		3/25%	0.50	1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13	7/33%	13/62%	1/5%	0.71	1.18
Proposals for Funding	14	9/82%	2/18%		0.18	1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		79/62%	27/21%	22/17%	0.55	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	32	15/47%	12/38%	5/16%	0.69	0.89
Formal Training	2		2/100%		1.00	1.13
Staffing	8	4/50%	1/13%	3/38%	0.88	0.68
Field Based	19	14/74%		5/26%	0.53	0.93
Management & Coordination	43	31/72%	7/16%	5/12%	0.40	0.96
Evaluation	21	14/67%	4/19%	3/14%	0.48	0.95

III. Summary Description:

The average discrepancy score for this project (0.55) was considerably lower than the average for the projects statewide (0.92) showing greater success in accomplishing objectives generally for this project than for projects across the state. For the first seven required objectives, the average discrepancy score was also lower than the state average, and particularly high accomplishment was shown for objectives #1 - Selecting an Advisory Council, #2 - Assessing Literacy Needs, #5 - Tapping Community Resources, and #6 - Coordinating Daily Activities. Least accomplishment was shown for #7 - Staff Development Activities.

For the optional activities, low discrepancy scores were shown for activities involving Parent Education: Preschool level (#8), the Adult Reading Program (#9) and proposals for Funding (#14). Least accomplishment was shown in training adult volunteers (#13), though in all cases, scores showed high accomplishment.

In the summary report on cases, least accomplishment was shown in Formal Training activities and Staffing. Scores for the other activities were uniformly low for the most part showing higher than average success for these activities in projects statewide.

RIGHT TO READ PROJECT REPORT

Project Code 41NOR9 Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Select Advisory Council	1	9/56%	7/44%		0.44	0.52
Assess Literacy Needs	2	4/29%	5/36%	5/36%	1.07	0.63
Long Range Planning	3		5/63%	3/38%	1.38	0.91
Form Publicity Network	4	5/83%	1/17%		0.17	0.80
Tap Community Resources	5	1/13%	6/75%	1/13%	1.00	1.18
Coordinate Daily Activities	6	7/100%			0.00	0.67
Staff Development Program	7	2/17%	4/33%	6/50%	1.33	1.23
Required Objectives Totals		28/39%	28/39%	15/21%	0.82	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Parent Education: Preschool	8	1/13%	2/25%	5/63%	1.50	1.19
Adult Reading Program	9	5/100%			0.00	0.98
Preschool Readiness Program	10	4/33%	5/42%	3/25%	0.92	1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14		4/36%	7/64%	1.64	1.02
Classroom Literacy Activities	15	6/100%			0.00	0.75
Integrate Media Coverage	16	1/14%	1/14%	5/71%	1.57	0.84
All Objectives Totals		45/38%	40/33%	35/29%	0.92	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Planning	30	9/30%	14/47%	7/23%	0.93	0.89
Formal Training	1	1/100%			0.00	1.13
Staffing	6	2/33%	4/67%		0.67	0.68
Field Based	23	12/52%	4/17%	7/30%	0.78	0.93
Management & Coordination	36	12/33%	13/36%	11/31%	0.97	0.96
Evaluation	21	8/38%	4/19%	9/43%	1.05	0.95

III. Summary Description:

The average discrepancy score for the project is identical to the statewide average discrepancy score indicating average success in completing objectives when compared to other projects across the state. The average score for the first seven required objectives is also the same as for the statewide average, though individually, scores vary from the state averages for these first objectives. High accomplishment is observed for objectives #6 - Coordinating Daily Activities, #4 - Forming Publicity Network, and #1 - Selecting an Advisory Council. The remaining required objectives all show some accomplishment, though show somewhat less successful accomplishment than other projects across the state.

Of the five optional objectives selected, total completion is shown for #9 - Adult Reading Program and #15 - Classroom Literacy Activities. With the exception of some accomplishment shown for #10 - Preschool Readiness Program, low accomplishment is shown for the remaining objectives, #8, 14 and 16.

From the summary report on page 2, one rather minor activity, Formal Training, for this project shows total accomplishment, while the remaining activities show discrepancy scores quite similar to statewide averages.

RIGHT TO READ PROJECT REPORT

Project Code 41DOCF Director - Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	9 /56%	4/25%	3/19%	0.63	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	4/50%		4/50%	1.00	0.91
Form Publicity Network	4	3/50%	3/50%		0.50	0.80
Tap Community Resources	5	3/38%	1/13%	4/50%	1.13	1.18
Coordinate Daily Activities	6	5/71%		2/29%	0.57	0.67
Staff Development Program	7	12/100%			0.00	1.23
Required Objectives Totals		50/70%	8/11%	13/18%	0.48	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8			8/100%	2.0	1.19
Adult Reading Program	9	1/20%	1/20%	3/60%	1.40	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13	8/38%	2/10%	11/52%	1.14	1.18
Proposals for Funding	14	9/82%		2/18%	0.36	1.02
Classroom Literacy Activities	15	5/83%		1/17%	0.33	0.75
Integrate Media Coverage	16	7/100%			0.00	0.84
All Objectives Totals		80/62%	11/9%	38/30%	0.67	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed	Activities in Progress	Activities Not Begun	Discrepancy Scores	
					local	state
Planning	34	20/59%	5/15%	9/27%	0.68	0.89
Formal Training	3	1/33%		2/67%	1.33	1.13
Staffing	8	6/75%	1/13%	1/13%	0.38	0.68
Field Based	19	13/68%	1/5%	5/26%	0.58	0.93
Management & Coordination	42	27/64%	3/7%	12/29%	0.64	0.96
Evaluation	20	11/55%	1/5%	8/40%	0.85	0.95

III. Summary Description:

The average discrepancy score for the project is 0.67 which is lower than the state average score of 0.92, indicating more successful activity completion than the average of projects in the state. All of the required objectives are more successful than the state average, with the exception of #1 - Select Advisory Council and #3 - Long Range Planning, both of which are very close to the state average. Of the six optional objectives to be implemented by this project, #8 - Parent Education: Preschool shows no accomplishment and #9 - Adult Reading Program, shows very little accomplishment. The other four are good, showing accomplishment better than or equal to the state average for each objective.

In the summary report on page 2, Formal Training showed the least accomplishment, and Evaluation compared almost equally with the state average. The remaining elements were quite successful.

RIGHT TO READ PROJECT REPORT

Project Code 42GEOX Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	16/100%			0.00	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	5/63%	3/38%		0.38	0.91
Form Publicity Network	4	5/83%	1/17%		0.17	0.80
Tap Community Resources	5	1/13%	4/50%	3/38%	1.25	1.18
Coordinate Daily Activities	6	1/14%	6/86%		0.86	0.67
Staff Development Program	7	7/58%	5/42%		0.42	1.23
Required Objectives Totals		49/69%	19/27%	3/4%	0.35	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8	8/100%			0.00	1.19
Adult Reading Program	9		2/40%	3/60%	1.60	0.98
Preschool Readiness Program	10	4/33%	8/67%		0.67	1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12	14/67%	7/33%		0.33	0.82
Train Volunteers: Adult	13		4/19%	17/81%	1.81	1.18
Proposals for Funding	14	11/100%			0.00	1.02
Classroom Literacy Activities	15	6/100%			0.00	0.75
Integrate Media Coverage	16	7/100%			0.00	0.84
All Objectives Totals		99/61%	40/25%	23/14%	0.53	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	42	32/76%	3/7%	7/17%	0.40	0.89
Formal Training	5	2/40%	1/20%	2/40%	1.00	1.13
Staffing	10	8/80%	1/10%	1/10%	0.30	0.68
Field Based	25	18/72%	3/12%	4/16%	0.44	0.93
Management & Coordination	54	29/54%	17/32%	8/15%	0.61	0.96
Evaluation	23	10/44%	12/52%	1/4%	0.61	0.95

III. Summary Description:

The average discrepancy score for this project (0.53) is lower than the average score for projects across the state (0.92) indicating greater success in accomplishing objectives than most projects in the state. In the first seven required objectives, only two objectives showed less successful accomplishment than the averages statewide, #5 and #6. The rest showed considerably higher accomplishment than the state averages. Total accomplishment was shown for two of the required objectives, Selecting an Advisory Council (#1) and Assessing Literacy Needs (#2).

For the optional objectives, four showed complete accomplishment: Parent Education; Preschool (#8), Proposals for Funding (#14), Classroom Literacy Activities (#15), and Integrating Media Coverage (#16). Two optional objectives showed little accomplishment: Adult Reading Program (#9) and Training Volunteers: Adult (#13).

In the summary report on page 2, discrepancy scores were uniformly low with the possible exception of Formal Training. These showed highly successful accomplishment in all elements of this project.

RIGHT TO READ PROJECT REPORT

Project Code 42CHAX Director _____ Location _____ _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	12/75%	3/19%	1/6%	0.31	0.52
Assess Literacy Needs	2	11/79%	1/7%	2/14%	0.36	0.63
Long Range Planning	3		1/13%	7/88%	1.88	0.91
Form Publicity Network	4		2/33%	4/67%	1.67	0.80
Tap Community Resources	5		4/50%	4/50%	1.50	1.18
Coordinate Daily Activities	6		3/43%	4/57%	1.57	0.67
Staff Development Program	7			12/100%	2.00	1.23
Required Objectives Totals		23/32%	14/20%	34/ 48%	1.15	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8		4/50%	4/50%	1.50	1.19
Adult Reading Program	9		1/20%	4/80%	1.80	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		23/27%	19/23%	42/50%	1.23	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	23	7/30%	3/13%	13/57%	1.26	0.89
Formal Training						1.13
Staffing	6	3/50%	1/17%	2/33%	0.83	0.68
Field Based	13	2/15%	4/31%	7/54%	1.38	0.93
Management & Coordination	22	9/41%	7/32%	6/27%	0.86	0.96
Evaluation	17	2/12%	3/18%	12/71%	1.59	0.95

III. Summary Description:

The average discrepancy score for the project (1.23) is somewhat higher than that for projects across the state (0.92) indicating that success in accomplishing objectives generally for this project was somewhat less than for other projects statewide. For the first seven required objectives, the average score was somewhat higher than the state average also, though two objectives, #1 - Selecting an Advisory Council and #2 - Assessing Literacy Needs, showed high accomplishment scores. The remaining five objectives had discrepancy scores indicating very limited or no accomplishment at the date of this reporting.

Two optional objectives were selected by this project and each showed less accomplishment than other projects across the state. It appears as though these activities are in the beginning stages as yet.

RIGHT TO READ PROJECT REPORT

Project Code 42LIN3 Director _____ Location ___ _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	16/100%			0.00	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	8/100%			0.00	0.91
Form Publicity Network	4	6/100%			0.00	0.80
Tap Community Resources	5	8/100%			0.00	1.18
Coordinate Daily Activities	6	7/100%			0.00	0.67
Staff Development Program	7	12/100%			0.00	1.23
Required Objectives Totals		71/100%			0.00	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8	8/100%			0.00	1.19
Adult Reading Program	9	5/100%			0.00	0.98
Preschool Readiness Program	10				0.00	1.49
Train Volunteers: Preschool	11	21/100%			0.00	1.23
Train Volunteers: K-12	12	21/100%			0.00	0.82
Train Volunteers: Adult	13	21/100%			0.00	1.18
Proposals for Funding	14	11/100%			0.00	1.02
Classroom Literacy Activities	15	6/100%			0.00	0.75
Integrate Media Coverage	16	7/100%			0.00	0.84
All Objectives Totals		171/100%			0.00	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	46	46/100/%			0.00	0.89
Formal Training	7	7/100%			0.00	1.13
Staffing	12	12/100%			0.00	0.68
Field Based	21	21/100%			0.00	0.93
Management & Coordination	60	60/100%			0.00	0.96
Evaluation	22	22/100%			0.00	0.95

III. Summary Description:

The average discrepancy scores for all aspects of this project are 0.00 indicating that all planned activities were completed in the designated time frame. In all aspects of project activity, this project has lower discrepancy scores than the statewide averages. The data should be checked in terms of the recycling of activities and the appropriate reporting of start up times.

RIGHT TO READ PROJECT REPORT

Project Code 42CLI5 Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	10/63%	3/19%	3/19%	0.56	0.52
Assess Literacy Needs	2	3/21%	8/57%	3/21%	1.00	0.63
Long Range Planning	3		3/38%	5/63%	1.63	0.91
Form Publicity Network	4		1/17%	5/83%	1.83	0.80
Tap Community Resources	5		2/25%	6/75%	1.75	1.18
Coordinate Daily Activities	6	4/57%	3/43%		0.43	0.67
Staff Development Program	7		1/8%	11/92%	1.92	1.23
Required Objectives Totals		17/24%	21/30%	33/47%	1.23	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8	8/100%			0.00	1.19
Adult Reading Program	9		1/20%	4/80%	1.80	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12	18/86%	3/14%		0.14	0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14		1/9%	10/91%	1.91	1.02
Classroom Literacy Activities	15		6/100%		1.00	0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		43/35%	32/26%	47/39%	1.03	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Planning	32	13/41%	9/28%	10/31%	0.91	0.89
Formal Training	3	2/67%	1/33%		0.33	1.13
Staffing	8	4/50%	1/13%	3/38%	.88	0.68
Field Based	16	4/25%	8/50%	4/25%	1.00	0.93
Management & Coordination	41	15/37%	7/17%	19/46%	1.10	0.96
Evaluation	19	5/26%	5/26%	9/47%	1.21	0.95

III. Summary Description:

The average discrepancy score for this project (1.03) was somewhat higher than the average score for projects throughout the state (0.92) indicating somewhat less success by this project in accomplishing its objectives than for other projects in the state. For the first seven required objectives, the average discrepancy score was considerably higher than the state average, though two of the seven objectives, #1 - Selecting Advisory Council and #6 - Coordinating Daily Activities showed scores near or below the state average scores. The other required objectives, however, had discrepancy scores higher than the state averages indicating less successful accomplishment than projects statewide.

For the optional objectives, two are observed to have high accomplishment; #8 - Parent Education for parents of Preschoolers and #12 - Training Volunteers: K - 12. The other optional objectives chosen by this project reveal considerably less than average accomplishment than other projects across the state.

In the summary report on page 2, discrepancy scores for the most part are only slightly higher than the state averages with the exception of Formal Training activities which is considerably lower than the state average for this activity. This indicates for the most part somewhat less success than other projects statewide in these activities generally and greater success than other projects in the area of Formal Training.

RIGHT TO READ PROJECT REPORT

Project Code 42LIN3 Director _____ Location ___ _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	16/100%			0.00	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	8/100%			0.00	0.91
Form Publicity Network	4	6/100%			0.00	0.80
Tap Community Resources	5	8/100%			0.00	1.18
Coordinate Daily Activities	6	7/100%			0.00	0.67
Staff Development Program	7	12/100%			0.00	1.23
Required Objectives Totals		71/100%			0.00	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8	8/100%			0.00	1.19
Adult Reading Program	9	5/100%			0.00	0.98
Preschool Readiness Program	10				0.00	1.49
Train Volunteers: Preschool	11	21/100%			0.00	1.23
Train Volunteers: K-12	12	21/100%			0.00	0.82
Train Volunteers: Adult	13	21/100%			0.00	1.18
Proposals for Funding	14	11/100%			0.00	1.02
Classroom Literacy Activities	15	6/100%			0.00	0.75
Integrate Media Coverage	16	7/100%			0.00	0.84
All Objectives Totals		171/100%			0.00	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	46	46/100/%			0.00	0.89
Formal Training	7	7/100%			0.00	1.13
Staffing	12	12/100%			0.00	0.68
Field Based	21	21/100%			0.00	0.93
Management & Coordination	60	60/100%			0.00	0.96
Evaluation	22	22/100%			0.00	0.95

III. Summary Description:

The average discrepancy scores for all aspects of this project are 0.00 indicating that all planned activities were completed in the designated time frame. In all aspects of project activity, this project has lower discrepancy scores than the statewide averages. The data should be checked in terms of the recycling of activities and the appropriate reporting of start up times.

RIGHT TO READ PROJECT REPORT

Project Code 43DANJ Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Select Advisory Council	1	16/100%			0.00	0.52
Assess Literacy Needs	2	5/36%	9/64%		0.64	0.63
Long Range Planning	3			8/100%	2.00	0.91
Form Publicity Network	4			6/100%	2.00	0.80
Tap Community Resources	5		8/100%		1.00	1.18
Coordinate Daily Activities	6			7/100%	2.00	0.67
Staff Development Program	7		8/67%	4/33%	1.33	1.23
Required Objectives Totals		21/30%	25/35%	25/35%	1.06	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9					0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		21/27%	25/32%	33/42%	1.15	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Planning	23	8/35%	5/22%	10/44%	1.09	0.89
Formal Training						1.13
Staffing	6	5/83%		1/17%	0.33	0.68
Field Based	11		7/64%	4/36%	1.36	0.93
Management & Coordination	21	7/33%	8/38%	6/29%	0.95	0.96
Evaluation	15	1/7%	5/33%	9/60%	1.53	0.95

III. Summary Description:

The average discrepancy score for this project (1.15) was somewhat higher than the statewide average (.82) indicating somewhat less successful completion of objectives generally than by projects across the state. Of the first seven required objectives, #1 and #2 - Selecting an Advisory Council and Assessing literacy needs showed high accomplishment. Tapping Community Resources, #5 also showed a better than state average accomplishment rating. Still needing attention are objectives #3 - Long Range Plan, #4 - Publicity Network Formation, and #6 - Coordinating Daily Activities.

Only one optional objective was selected, Parent Education for parents of Preschoolers, #8 - and work on this activity has yet to be started. From the summary report on page 2, average or higher than average accomplishment is indicated for the activities of staffing and management and coordination as compared to state averages. Other activities show some accomplishment, but are below accomplishment levels for other projects across the state.

RIGHT TO READ PROJECT REPORT

Project Code 53GODE Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	16/100%			0.00	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	8/100%			0.00	0.91
Form Publicity Network	4	5/83%	1/17%		0.17	0.80
Tap Community Resources	5	8/100%			0.00	1.18
Coordinate Daily Activities	6	7/100%			0.00	0.67
Staff Development Program	7	11/92%	1/8%		0.08	1.23
Required Objectives Totals		69/97%	2/3%		0.03	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9	5/100%			0.00	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13	21/100%			0.00	1.18
Proposals for Funding	14	11/100%			0.00	1.02
Classroom Literacy Activities	15	6/100%			0.00	0.75
Integrate Media Coverage	16	7/100%			0.00	0.84
All Objectives Totals		119/92%	2/2%	8/6%	0.14	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	34	30/88%	1/3%	3/9%	0.21	0.89
Formal Training	3	3/100%			0.00	1.13
Staffing	8	8/100%			0.00	0.68
Field Based	19	16/84%		3/16%	0.32	0.93
Management & Coordination	42	40/95%	1/2%	1/2%	0.07	0.96
Evaluation	20	19/95%		1/5%	0.10	0.95

III. Summary Description:

The average discrepancy score for this project (0.14) is much lower than the statewide average of 0.92 indicating much higher success in completing activities than other projects across the state. An average discrepancy score of 0.03 for the required objectives (#1 - #7) is also much lower than the state average of 0.82 also indicating high success. Of all required and optional objectives, only one has as yet to show some progress - objective #8: Parent Education for parents of Preschoolers. All other objectives show very high accomplishment and success.

On the summary report on page 2, a similar picture of high success is shown. All discrepancy scores show higher accomplishment than state averages, and though least accomplishment is shown for planning and field based activities, these still show higher accomplishment than average statewide.

RIGHT TO READ PROJECT REPORT

Project Code 53MTV9 Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	12/75%	2/13%	2/13%	0.38	0.52
Assess Literacy Needs	2	12/86%		2/14%	0.29	0.63
Long Range Planning	3	8/100%			0.00	0.91
Form Publicity Network	4	4/67%	1/17%	1/17%	0.50	0.80
Tap Community Resources	5			8/100%	2.00	1.18
Coordinate Daily Activities	6		7/100%		1.00	0.67
Staff Development Program	7	6/50%		6/50%	1.00	1.23
Required Objectives Totals		42/59%	10/14%	19/27%	0.68	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8	1/13%		7/86%	1.75	1.19
Adult Reading Program	9					0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12	18/86%	1/5%	2/10%	0.24	0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16	4/57%	13/12%	29/27%	0.57	0.84
All Objectives Totals		65/61%	13/12%	29/27%	0.66	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Planning	31	21/68%	3/10%	7/23%	0.55	0.89
Formal Training	2	1/50%		1/50%	1.00	1.13
Staffing	8	8/100%			0.00	0.68
Field Based	15	9/60%		6/40%	0.80	0.93
Management & Coordination	31	18/58%	2/7%	11/36%	0.77	0.96
Evaluation	17	7/41%	7/41%	3/18%	0.76	0.95

III. Summary Description:

The overall average discrepancy score of 0.66 for this project is very good, lower than the state average. Among the required objectives, #'s 1, 2, 3, and 4 are especially good in accomplishment. #'s 6 and 7 are fair, #5 - Community Resources shows no accomplishment at all.

Of the optional objectives chosen for use by the project, #'s 12 and 16 are very successfully implemented, both showing discrepancy scores lower than the state averages for those. Objective #8 - Parent Education for Preschool, indicates a very weak area with almost no accomplishment.

The major elements, from page 2 of the report tables, are all below the state average in discrepancy scores, indicating high success. Of the six elements, Staffing is the strongest area, with perfect accomplishment in all staffing activities. The weakest is Formal Training, although even that element is more successful than for the average of the other projects in the state.

RIGHT TO READ PROJECT REPORT

Project Code 53DON6 Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1	15/94%		1/6%	0.13	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	7/88%	1/13%		0.13	0.91
Form Publicity Network	4	3/50%	2/33%	1/17%	0.67	0.80
Tap Community Resources	5	3/38%	1/13%	4/50%	1.13	1.18
Coordinate Daily Activities	6	6/86%		1/14%	0.29	0.67
Staff Development Program	7			12/100%	2.00	1.23
Required Objectives Totals		48/68%	4/6%	19/27%	0.59	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8	8/100%			0.00	1.19
Adult Reading Program	9	5/100%			0.00	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14	11/100%			0.00	1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		72/76%	4/4%	19/20%	0.44	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	24	17/71%	1/4%	6/25%	0.54	0.89
Formal Training						1.13
Staffing	6	5/83%		1/17%	0.33	0.68
Field Based	13	11/85%		2/15%	0.30	0.93
Management & Coordination	31	22/71%	3/100%	6/19%	0.48	0.96
Evaluation	18	16/89%		2/11%	0.22	0.95

III. Summary Description:

The overall average discrepancy score for this project of 0.44 is quite a bit lower than that of the state, indicating generally very successful accomplishment of objectives. Among the required objectives, all but two, Tap Community Resources and Staff Development Program, are very good in accomplishment as indicated by their low discrepancy scores.

Of the three optional objectives chosen to be implemented by this project, all have been accomplished perfectly.

Each of the major elements, from page 2 of the report charts, show much more success than the state averages indicate. Evaluation, as indicated by its 0.22 discrepancy score, is the strongest area for this project, especially noteworthy since Evaluation is the weakest area among the statewide averages.

RIGHT TO READ PROJECT REPORT

Project Code 51ALTP Director _____ . _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Select Advisory Council	1	14/88%		2/13%	0.25	0.52
Assess Literacy Needs	2	9/64%	2/14%	3/21%	0.57	0.63
Long Range Planning	3	3/38%	4/50%	1/13%	0.75	0.91
Form Publicity Network	4	2/33%	3/50%	1/17%	0.83	0.80
Tap Community Resources	5	6/75%		2/25%	0.50	1.18
Coordinate Daily Activities	6	5/71%		2/29%	0.57	0.67
Staff Development Program	7		2/17%	10/83%	1.83	1.23
Required Objectives Totals		39/55%	11/16%	21/30%	0.75	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	Discrepancy Scores state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9	5/100%			0.00	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11	19/91%		2/10%	0.19	1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13	20/95%		1/5%	0.10	1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		83/66%	11/9%	32/25%	0.60	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	35	23/66%	3/9%	9/26%	0.60	0.8
Formal Training	4	4/100%			0.00	1.13
Staffing	10	9/90%		1/10%	0.20	0.68
Field Based	15	7/47%	2/13%	6/40%	0.93	0.93
Management & Coordination	40	29/73%	2/5%	9/23%	0.50	0.96
Evaluation	19	10/53%	3/16%	6/32%	0.79	0.95

III. Summary Description:

The overall average discrepancy score of 0.60 for this project is very good, lower than the statewide overall average. From among the required objectives, 5 of the 7 have discrepancy scores better than the state averages for those. The only required objective which is very weak is #7, Staff Development Program. From the four optional objectives chosen by this project, three show excellent accomplishment and one, Parent Education for Preschool, shows absolutely none.

The evaluation by major elements, from page 2 of the charts, indicates good success in most areas. Formal Training and Staffing are perfect and almost perfect respectively. The weakest element for this project is Field Based Activities, where the discrepancy score is exactly the same as the state average for that element.

RIGHT TO READ PROJECT REPORT

Project Code 53D0ZH Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores	
					local	state
Select Advisory Council	1	13/81%	3/19%		0.19	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	7/88%	1/13%		0.13	0.91
Form Publicity Network	4	3/50%	3/50%		0.50	0.80
Tap Community Resources	5	3/38%	1/13%	4/50%	1.13	1.18
Coordinate Daily Activities	6	5/71%	1/14%	1/14%	0.43	0.67
Staff Development Program	7			12/100%	2.00	1.23
Required Objectives Totals		45/63%	9/13%	17/24%	0.61	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores	
					local	state
Parent Education: Preschool	8	8/100%			0.00	1.19
Adult Reading Program	9	5/100%			0.00	0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14	11/100%			0.00	1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals		69/73%	9/10%	17/18%	0.45	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n)/%	Activities in Progress (n)/%	Activities Not Begun (n)/%	Discrepancy Scores	
					local	state
Planning	24	16/67%	3/13%	5/21%	0.54	0.89
Formal Training						1.13
Staffing	6	6/100%			0.00	0.68
Field Based	13	10/77%		3/23%	0.46	0.93
Management & Coordination	31	22/71%	4/13%	5/16%	0.45	0.96
Evaluation	18	14/78%	2/11%	2/11%	0.33	0.95

III. Summary Description:

The overall average discrepancy score for this project of 0.45 is quite a bit lower than that of the state, indicating generally very successful accomplishment of objectives. Among the required objectives, all but two, Tap Community Resources and Staff Development Program, are very good in accomplishment as indicated by their low discrepancy scores.

Of the three optional objectives chosen for implementation by this project, all have been accomplished perfectly.

Each of the major elements, from page 2 of the report charts, show much more success than the state averages. Staffing, as indicated by its 0.00 discrepancy score, is the strongest area for this project.

RIGHT TO READ PROJECT REPORT

Project Code 51ESTN Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Select Advisory Council	1	7/44%		9/56%	1.13	0.52
Assess Literacy Needs	2	14/100%			0.00	0.63
Long Range Planning	3	4/50%		4/50%	1.00	0.91
Form Publicity Network	4	3/50%		3/50%	1.00	0.80
Tap Community Resources	5	6/75%		2/25%	0.50	1.18
Coordinate Daily Activities	6	2/29%		5/71%	1.43	0.67
Staff Development Program	7	9/75%		3/25%	0.50	1.23
Required Objectives Totals		45/63%		26/37%	0.73	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores	
					local	state
Parent Education: Preschool	8	4/50%		4/50%	1.00	1.19
Adult Reading Program	9	3/60%		2/40%	0.80	0.98
Preschool Readiness Program	10	4/33%		8/67%	1.33	1.49
Train Volunteers: Preschool	11	9/43%		12/57%	1.14	1.23
Train Volunteers: K-12	12	9/43%		12/57%	1.14	0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals						0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	37	22/60%		15/41%	0.81	0.89
Formal Training	4			4/100%	2.00	1.13
Staffing	10	5/50%		5/50%	1.00	0.68
Field Based	20	16/80%		4/20%	0.40	0.93
Management & Coordination	43	22/51%		21/49%	0.98	0.96
Evaluation	21	9/43%		12/57%	1.14	0.95

III. Summary Description:

The average discrepancy score for this project (0.93) was nearly the same as the statewide average discrepancy score (0.92) indicating near average success in accomplishment of objectives generally when compared to other projects across the state. For the first seven required objectives, the average score of 0.73 was somewhat lower than the state average of 0.82 indicating a somewhat higher degree of success for these objectives than other projects statewide.

Showing higher than average accomplishment were objectives #2 - Assessing Literacy Needs, #5 - Tapping Community Resources and #7 - Staff Development. Least accomplishment was shown for #6 - Coordinating Daily Activities.

For the five optional objectives, average discrepancy scores are quite similar to state averages, though in most cases indicate a slightly higher success in accomplishment than statewide averages. Most progress appears to be found in the Adult Reading Program, #9.

From the summary report on page 2 it is observed that Formal Training has not started, though high success has been achieved with Field Based Activities. Staffing and Evaluation activities show somewhat less success than projects statewide while Planning and Management and Coordination activities are about average in comparison to the state picture at the date of this reporting.

RIGHT TO READ PROJECT REPORT

Project Code 53CHEE Director _____ Location _____

I. Summary Report: Completion Status of Objectives and Accompanying Discrepancy Scores

Required Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Select Advisory Council	1			16/100%	2.00	0.52
Assess Literacy Needs	2			14/100%	2.00	0.63
Long Range Planning	3			8/100%	2.00	0.91
Form Publicity Network	4			6/100%	2.00	0.80
Tap Community Resources	5			8/100%	2.00	1.18
Coordinate Daily Activities	6			7/100%	2.00	0.67
Staff Development Program	7			12/100%	2.00	1.23
Required Objectives Totals				71/100%	2.00	0.82

Optional Objectives

Statement of Objective and	Objective Number	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Parent Education: Preschool	8			8/100%	2.00	1.19
Adult Reading Program	9					0.98
Preschool Readiness Program	10					1.49
Train Volunteers: Preschool	11					1.23
Train Volunteers: K-12	12					0.82
Train Volunteers: Adult	13					1.18
Proposals for Funding	14					1.02
Classroom Literacy Activities	15					0.75
Integrate Media Coverage	16					0.84
All Objectives Totals				79/100%	2.00	0.92

II. Summary Report: Completion Status of Elements and Discrepancy Scores

Type of Element	Number of Activities (how many)	Activities Completed (n) / %	Activities in Progress (n) / %	Activities Not Begun (n) / %	Discrepancy Scores local	state
Planning	23			23/100%	2.00	0.89
Formal Training						1.13
Staffing	6			6/100%	2.00	0.68
Field Based	11			11/100%	2.00	0.93
Management & Coordination	21			21/100%	2.00	0.96
Evaluation	15			15/100%	2.00	0.95

III. Summary Description:

All of the discrepancy scores for this project are 2.0, which indicates that no progress has been made as of the date of reporting.